

YOUTH DEVELOPMENT COMPETENCIES PROGRAM (YDCP)

Combined Program Report

October 24, 2007 – October 24, 2010



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IREX COMBINED REPORT

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I. INTRODUCTION

This report covers the first three years (October 24, 2007 – October 23, 2010) of the Youth Development Competencies Program (YDCP). In addition to an analysis of the main activities and highlights, it also contains information on the targets postulated by the PMEP for both objectives, and a report on Objective 1 by Social Impact. The latter is included as an attachment, and should be considered an integral part of the PMEP.

YDCP is currently operating on a cost extension until January 12, 2012. During the extension period its focus will change its focus to that of youth policy in three of the original ten target regions. The final report on this period may also include some information from the current document.

Program Objectives

The Youth Development Competencies Program (YDCP) aims to empower youth and develop their competencies by facilitating the replication and expansion of programs in line with the best practices in positive youth development. YDCP has two core objectives:

Objective 1: Youth develop competencies to become active, engaged, successful adults through replicating, tailoring, implementing, and participating in (a) Community School programs and (b) Youth-Driven programs.

Objective 2: Replicated youth programs are institutionalized with community support from government, business, media, and educators.

Program Approach

To engage youth and build their competencies, the IREX Youth Development Competencies Program (YDCP) facilitates the replication and expansion of programs that are in line with best practices in positive youth development. Positive youth development theory emerged in the United States in the 1990s and has been successfully applied around the world to help youth develop into healthy, skilled and engaged adults. Such programs:

- Approach youth as a resource to be developed, rather than a problem to be solved;
- Focus on holistically nurturing skills and competencies, not preventing specific problems;
- Empower youth;
- Engage the whole community; and
- Respond to the needs of individual young people.

Program Design

To achieve the stated objectives, IREX utilizes two key models of youth activity: Community School Model and Youth-Driven Model. Together, the Community School and Youth-Driven models seek to engage and inform the youth sector in Russia, expanding the reach of successful programs while empowering young people through peer-to-peer knowledge sharing. As part of YDCP, the two models are being implemented by youth-oriented organizations in ten regions throughout Russia.

Community School Model

In three regions, IREX is implementing the Community School model. NGOs from Voronezh, Karelia and Krasnoyarsk, with a proven track record with this approach, launched the program in Kursk, Murmansk and Tomsk. The major goal of these experienced NGOs (NRs) is to establish community schools in their target areas. In each participating school, teachers, administrators and students are trained in project management, community needs assessment, fundraising, and social marketing. After the training, the Community School students implement small projects that both benefit their community and enable them to develop the skills they need to become successful adults. As part of the model,

Community Schools are encouraged to partner with local government, business, and the media in order to become a sustainable locus of positive community development.

Youth-Driven Model

In seven regions (Stavropol, Karelia, Volgograd, Chelyabinsk, Tyumen, Irkutsk and Tambov) IREX is utilizing a model whereby effective youth programming is replicated through a peer-to-peer transfer of knowledge. Young people involved in the implementation of successful youth initiatives (*innovators*) were chosen to present their models to Action Teams of interested youth and their adult sponsors at regional events (*road shows*) in the seven target regions. To maintain a demand-driven approach, Action Teams chose which *innovator* model best suits their local environment and needs. Action Teams then applied for Seed Grants to adapt the *innovator* model that best serves the needs of their region. Recipients of Seed Grants (*adaptors*) then worked with *innovators* to adapt and implement the model in the *adaptor's* home region. After the *adaptors* received the grants, IREX provided training in project management, community needs assessment, and fundraising in order to support program implementation and the sustainability of YDCP initiatives.

II. COMMUNITY SCHOOLS

Activities in Support of Objective 1

Introduction

IREX implemented the community school model in three regions – Kursk, Tomsk and Murmansk. *The NGO replicators (NRs)* from Voronezh, Krasnoyarsk and Karelia transferred their extensive experience to the target regions. The community school model involved training teachers, administrators, and students in developing social projects based on community needs assessments. After the training, the school teams implemented small projects to improve their communities, mobilizing additional resources and partnering with local stakeholders. In the process, the students acquired and solidified the skills they need to become successful adults, taking on various roles to successfully complete their projects.

During the first three years of the YDCP program the *NRs* completed two rounds of Community School activity, each of which took approximately a year to complete. Prior to the first round, the *NRs* in each region traveled to the target regions to establish contacts with local education authorities. Through these contacts, they received advice on selecting and gaining access to schools. Although some of the educators were initially skeptical, each *NR* continued to gain local support for program activities. By the end of the program, many skeptics recognized the benefits that the model and its foundation of positive youth development bring to the schools, the students and the community. In particular, many teachers and administrators noted the program's success in engaging at-risk children and building their civic competencies.

In the beginning of the first round, the *NRs* selected five schools in each of the target regions. They then invited a team of at least one adult and two students from each participating school to attend a series of training sessions where they discussed community issues and brainstormed solutions to them. At the training, the adults discovered how resourceful the pupils could be, and the students learned that they could improve their communities in partnership with their teachers and community members. During these initial events, the teams also learned the basics of project management, teambuilding, fundraising, social partnership, and other skills necessary to create and implement small-scale community improvement projects.

Each project team went back to their schools and transferred their acquired knowledge through either a series of trainings or group meetings to recruit other teachers and students to the program. A student from Kursk School No.50 noted, "*It was important to convey that the school can participate in community life, that it has a long list of opportunities. Only by putting together our strengths, can we change life for the better.*" The established school teams identified community issues and developed project ideas which addressed them. The issues identified at these sessions ranged from the poor condition of school grounds, unhealthy lifestyles, hazardous buildings and playgrounds,

or the lack of playgrounds and recreational opportunities, to road safety, unauthorized construction, fostering patriotism, and homeless animals. The projects were presented to the selection committees. The *NRs* provided a small amount of funding, from \$100 to \$1,000, to support the best projects. In addition to these funds, the teams raised additional resources from the community. A few school teams did not succeed in receiving funds from the program, but chose to implement their projects by mobilizing support from private individuals or local organizations.

Throughout program activity, the *NRs* were available to coach the school teams on project management, fundraising and PR. Careful attention was paid to the amount of autonomy given to the actual school students in program implementation, and where necessary, teachers received advice on how to delegate more project management tasks to the students. At the end of Round 1, each region organized events to highlight program successes and discuss the program with local stakeholders.

The *NRs* followed basically the same plan during Round 2 of the Community School Program, although there were some variations. As in the first round, they traveled to the regions and met with school administrators and education authorities to select the schools for the new round and to maintain support for program activities. Recognizing the success of engaging at-risk youth during Round 1 of the program, IREX asked the *NRs* to reach out to schools located in remote or poor regional areas for the second round activities. On the one hand, this approach helped the *NRs* gain more support from local authorities, but on the other hand, it increased potential risks in the program. The *NRs* were able to recruit more schools during Round 2 than Round 1. Murmansk recruited six new schools and Tomsk recruited seven. At the request of IREX, each *NR* tried to find a special role for Round 1 schools, bringing them together from both rounds to share their experiences. Kursk organized internships for new participants at Round 1 schools, while Murmansk and Tomsk trained the schools together.

During the second round, the *NRs* focused on strengthening the capacity of local trainers and local partner institutions. The Krasnoyarsk *NR* signed a partnership agreement with the Tomsk Center for Education Development at the beginning of the program, and helped them develop the required skills and a knowledge database throughout program activities. The Karelia *NR* was very successful in training a cadre of local professionals in Kandalaksha, which will be available to schools after the program ends. The Voronezh *NR* invested in training the staff of the local organization Argon. During this year, however, a growing conflict between Argon's director and local authorities, described in more detail below in Objective 2, made the existence of this legacy institution uncertain.

Tomsk Region

During Round 1, the competition panel selected six projects to support. The project teams volunteered to work at a local orphanage, provided recreational opportunities for kids and adults in a small village, organized events uniting parents and children, raised awareness in the community about people with disabilities, assisted a local kindergarten in building a playground, and developed a series of intellectual games involving all school students. At the end of the year, the *NR* organized a festival highlighting the school projects to celebrate their achievements and exchange experience.

For Round 2 the competition invited schools from both rounds to present their project ideas. Twelve schools submitted 16 applications. As in Round 1, many school teams initiated projects that addressed issues outside of their schools, attempting to brighten the lives of the most disadvantaged populations in the community. During this round, the *NR* introduced an innovation in the competition process – an event where the students could present their projects to the public, explain their plans in detail and answer the selection committee's questions. After the public presentation of the projects, the panel decided to support all 13 projects.

The school teams engaged parents, other schools, local residents, government and business representatives in their projects. Over 1,000 youth and their adult partners volunteered their time in these projects. Local print and electronic media published information about the schools' initiatives. Some schools highlighted project implementation on their websites. The local TV station covered five stories and the *NR* published information about the program on its website and in the quarterly journal distributed among community schools.

The Community School Program in Tomsk ended with the festival held in May 2010. A hundred students from 11 schools gathered to share experience and learn new things from their peers. After the project presentations, seven parallel sessions gave festival participants the opportunity to learn how to be successful, conduct interviews, be a

leader, create a team, and provided them with other useful skills. At the end, the children shared skills in art classes where they made sand sculptures and paper flowers, as well as by waltzing and singing songs. Each festival participant could visit several classes that opened new worlds and opportunities for the young people. Keeping with tradition, a group of students created a newspaper about the festival during the event. Each participant received an electronic version of the newspaper, which described the event and all of the school projects.

Illustrative Projects – Tomsk

The school projects listed below are indicative of the types of activities that were initiated in Tomsk. Together they illustrate the range of issues that were addressed during the program.

- **Friends to a Friend** — This project was based on a peer-to-peer principle. The school students organized events for a children's shelter. Before planning a series of trainings, games, group exercises, and musical events, they consulted with the shelter psychologist to make sure the activities were appropriate for the children. A highlight of the project was the craft classes when students from the school together with youth from the shelter made gifts for veterans.
- **A Dialogue of Generations** — The team conducted a survey among elderly citizens in their community and then decided how they could best help them. The young people visited some of them at home and helped them around the house; some veterans came to the school for events; and the most active veterans became members of the school team. The team organized an auction selling items made by young people, and used the money collected to purchase mobile phones for housebound veterans.
- **No One is Forgotten** — The youth made individual albums for veterans, which featured war photos and stories shared by veterans or their children, pictures, poems and messages from children, as well as information about upcoming community and school events to mark Victory Day. The school will continue these activities, expand initial contacts and assist the veterans in errands and housework.
- **A Merry Playground** — The students organized a school competition for the best playground design for pre-school children. They then cleared an area for the playground, built a fence around it, and installed benches and the equipment. An individual entrepreneur donated lumber for the fence.
- **Talking Books** — The team created audio books for people with sight limitations, and the students presented two books to the city library, donated 33 books to an orphanage, and read 26 books over the phone.
- **We are Sports, We are Russia** — The school team organized athletic competitions among neighboring schools. They formed a group that promoted healthy lifestyles and drew attention to young people's recreational time. The team created a video that discussed these issues. At-risk youth were involved in all efforts.
- **Shooting Stars** — The school involved the whole district in an artistic competition. Through the competition, they discovered talents among local residents and organized an art event to celebrate the new 'stars.' The local arts center supported the idea and pledged that the event will become a regular event in the district.
- **If We do it All Together** — A school located in Tomsk organized a series of cultural events and intellectual games at a remote school that is disconnected from the cultural and social life of the regional capital. The shared events allowed the students to become friends, and they plan to make these events a tradition.
- **Towards Each Other** — This project raises awareness in the community about problems of people with disabilities, and develops tolerance towards them. Forty-six disabled people of various ages attended the event arranged by the *Towards Each Other* project team. They were joined by about 90 family members, citizens and government representatives. The event was very successful in raising awareness on the problems of the disabled in modern Russian society.
- **Spring Movement 2009** — This project arranged leisure time for kids and adults in a small village. The secondary school that implemented the project became the center of social and cultural activity in the village. The series of competitions held by the project team of was the first mass sports event arranged in the village in the past 20 years. The activities were also successful in bringing the generations together.

Kursk Region

Of the three community school regions, Kursk is notable for the authoritarian style of city leadership, which is evident in all layers of society. The NR noted that youth reluctantly take on responsibility, while the adults prefer to make all the decisions for young people and control all their activities. In many cases the NR had to overcome deep-rooted

skepticism and inertia in both audiences when communicating the principles and benefits of positive youth development.

In Round 1, the Voronezh NR established a relationship with the City Education Committee and signed an agreement for program implementation. The Committee helped the NR with access to schools and supported project activities throughout the project cycle. The NR started Round 2 activities with numerous presentations about the Community School model to youth activists and leaders, school directors and deputy directors responsible for after-school activities, employees of the City Youth Center, and mass media representatives. To overcome the regional prejudice against transferring leadership roles to youth, the NR brought youth activists from Voronezh to Kursk where they presented their social initiatives. Despite these efforts, the NR did not see immediate improvement after this peer-to-peer transfer of knowledge.

During Round 2, the NR recruited five schools for the new cycle following the advice of the Education Committee and recommendations from Round 1 schools. In the beginning of the year, the new schools visited Round 1 schools. These internships gave the experienced schools a chance to share lessons learned in social project development and realization. They discussed how to engage parents in social projects and how to mobilize additional resources in the community, both of which were challenging issues for the students. Small, but important, details like choosing the right vendor, arranging bank transfers, and collecting supporting documentation were discussed at length.

At the beginning of each program round, the NR trained a group of trainers who then transferred the new knowledge and skills to teachers and students. During this round, the NR trained eleven trainers. Further on, eight of them acted as trainers for other teachers and youth activists at their educational institutions. Some led trainings at the request of the City Education Committee. All in all, the project trained 77 teachers, 15 parents, and 107 youth activists.

Launching the second program round, the NR organized a roundtable discussion promoting the community schools to the local media. The information was widely disseminated and the event was attended by three TV stations, three newspapers and one radio station. The City Youth Committee praised the results of community schools in engaging youth in civic activism. Round 1 activists were interviewed by the TV stations; they asked media representatives to support youth volunteerism during the next year. An editor-in-chief of the local newspaper *Molodaya Gvardiya* offered a special column in the newspaper.

The second competition for social projects was open to schools from both rounds. The panel recommended eight school projects for funding. The NR observed that this year the school projects benefitted the community rather than their own schools, in contrast to the previous round. According to the NR, 3,462 people benefitted from school projects this round; 198 school children and 74 adults volunteered in the projects.

A representative of the City Employment Center also participated in the selection panel. The Center selected seven projects that required physical work and used its budget to cover the costs of 60 paid jobs for youth in those projects. The center was pleased with the experience and would repeat it in the future if another organization would hold the competition.

The implemented school projects were highlighted at the final program conference. All school teams presented their projects and their results. Anna, a 16 year old project coordinator from Lyceum No.21, said, *"It was exciting to try my skills as a leader. I liked to help the others and feel that my help was needed and meaningful."* The NR reported that the students increased their self-esteem, learned to identify social issues and find solutions, interact with the community and be tolerant to other people. Valeria, a 15 year old student, shared, *"I never believed that a child like me could participate in creating a museum. But now, when the project ended, I am confident that I can do important adult work."* At the conference, school teams and participants of the TOT sessions received certificates. Classes and roundtables were organized to exchange ideas and plans for the future. The conference did not invite many schools from outside the program, but the NR decided to present the program results to schools administrators and teachers at their annual gathering in August.

Illustrative Projects – Kursk

The school projects listed below are indicative of the types of activities that were initiated in Kursk. Together they illustrate the range of issues that were addressed during the program.

- **School Newspaper for the Neighborhood** — printed and distributed 500 issues of a newspaper highlighting community life.
- **Musical Band** — created a musical group at the school that performed for the community and at orphanages with messages against drugs and for healthy lifestyles.
- **Bicycle Town** — created a safe riding area that is open to all teenagers in the community. Seven teens entered the school team of Young Friends of the Road Police.
- **Streletskaya Village** — created a museum that displays the history of the school community and planted an alley of trees in memory of notable community residents.
- **Graffiti** — promoted graffiti culture and created seven paintings in graffiti style on the fence surrounding the sports playground.
- **Environmental Raid** — improved the area surrounding the school, cleaned the playground, planted flowers that were donated by community residents, and installed playground equipment.
- **Explore the City with Us** — developed and conducted excursions and other events for students at the local orphanage.
- **A Corner of Kindness** — created an area for the elderly people by installing benches, tables, a tent, and developed a series of entertainment events.
- **Green Wave** — worked to prevent traffic accidents involving children through the instruction of basic safety requirements. Volunteers from the community were trained as safety instructors, and then gave classes to city primary school students.
- **School Museum** — restored the life history of the famous Second World War hero, Lomakin, who attended the school, and used the story of his life and his deeds for extra-curricular activities aimed at developing civic competencies among the school children. Over 70 volunteers (school students and adults), researched and collected information and pictures; designed the exhibition; raised funds for the project; and renovated the site for the exhibition.

Murmansk Region

The *NR* from Karelia implemented the program in small towns of a remote Murmansk district with Kandalaksha as the center. Six educational institutions participated in the program in Round 1, and six new schools joined the program for the second round. In the winter, some school teams from outside of Kandalaksha could not always travel to participate in group training activities, and the *NR* and the team of trainers gave advice and provided support over the phone. This approach of engaging schools in small towns helped the program gain recognition and support from local authorities. In addition to schools, the program engaged the City Youth Center Peer, the City Rehab Center Harmony, the Youth Center of Ecology and Biology, and a technical college in program activities.

From the beginning of the program, the *NR* from Karelia made a special effort to invest in the development of a cadre of local trainers. During Round 1 of the program, the *NR* trained the teachers from participating schools with the hope that they would become a resource for the program in the future. Unfortunately, this approach did not work because during the next year the trained teachers could not commit their time to train other teachers and students. The *NR* then changed its strategy and held a series of training events for a group of psychologists, social workers, and teachers responsible for after-school activities, some of whom were based at the City Youth Center Peer and the City Rehab Center Harmony. These trainers were not confined to the interests of their educational institutions and could offer their services to broader audiences. Nineteen new trainers were able to test their skills and abilities at the training sessions throughout the program.

The availability of local trainers in Kandalaksha allowed a very intense training program to be implemented. In the fall and winter, the *NR* organized two training events called Winter Universities, which gathered over 100 students and teachers. Between the sessions, the trainers held individual and group meetings with school teams to discuss their progress in project development and implementation. The *NR* set up a school for young journalists to train 15 youth in writing news stories, and conducting interviews and surveys. At the request of the Peer Youth Center, the trainers

organized a workshop in social project development for 21 teachers responsible for after-school activities in Kandalaksha schools that were not participating in the program. In February, the NR introduced the game Corruption Web to school teams, which teaches how to identify and resist corruption in everyday life. The game became so popular that program schools held similar games at their institutions, and later in the year the winners of school games competed in a final game.

During Round 1, the program supported eight social projects from six participating schools. In Round 2, the participating schools submitted 13 projects, and the selection panel decided to fund all 13 projects. As was the case in Kursk and Tomsk, the majority of this year's projects were designed to help the most disadvantaged groups in the community — orphans, the elderly, and at-risk children. From the list of projects, two themes are striking: the desire to preserve the history and memories of World War II and the need for more recreational spaces in the community. As was the case in the other two regions, the 65th anniversary of the Soviet victory in WWII prompted many of the teams to propose projects related to remembering the War. The recreational space projects address the lack of safe places for children to play in Kandalaksha. Wandering the streets of the city, one is instantly struck by the amount of litter, the number of stray dogs, and the lack of space for young people to socialize. Students in Kandalaksha are aware of this problem and understand that they need a place to play soccer, basketball and other sports.

At the end of the program, the NR gathered all program participants for the Panorama of Social Projects. All 13 teams presented their projects. The NR also held a competition among panorama attendees for the best knowledge of civic rights. The power went out during the panorama so the young people couldn't present their projects using PowerPoint presentations as planned. The youth took the difficulty in stride and instead presented with the information stands that they had also prepared. Young people took the leading role in the presentations; the teachers sat in the audience and watched the students present. Participation in the program inspired Andrey, a student from School No.4 in the small town of Polyarnye Zori, to develop challenging life goals: *"I now believe in myself. With the knowledge I acquired, I can now run for a high level position, a city mayor, a governor or a deputy"*.

A delegation from the Panorama event traveled to two project sites of Round 1 and observed project results on the spot. As one example, Round 1 project Victory Alley at School #9 cleared the debris and trash from a neighborhood square. The square used to be a WWII memorial with plaques honoring soldiers, but over the years slowly turned into an overgrown dump. After clearing the square, the teenagers planted flowers and put up a WWII memorial. A local business also donated a fancy wooden entryway for the square. A year later, the square is now an integral part of the neighborhood. Elderly people and teachers from the nearby school use it as a meeting place and the community has taken it upon itself to ensure that it does not revert back to a dumping ground. The square has beautified the neighborhood and given local residents of all ages something to take pride in.

Illustrative Projects – Murmansk

The school projects listed below are indicative of the types of activities that were initiated in Murmansk. Together they illustrate the range of issues that were addressed during the program.

- **7:0 in Our Favor** – created an athletic field at a local school that provides young people with a place to play volleyball, basketball and other sports.
- **We are Saving History** – established a museum dedicated to the school's history and alumni.
- **Territory of Life** – cleared a lot full of debris in order to create an athletic field in the space.
- **We are Northerners** – fostered community pride through events focused on the indigenous nature, traditions and culture of the Russian Northwest for both adults and children.
- **Tenderness** – organized events at an orphanage and participants interacted with orphans as equals.
- **Memories of Living in the Centuries** – remodeled and updated the WWII museum at a local school and made it more accessible to the community.
- **Encounter** – organized scavenger hunts and games that took place in the city to increase young people's navigation, problem-solving and teamwork skills, while strengthening their knowledge of their community.
- **Show Kindness** – improved the grounds of a local orphanage by planting flowers, building small playground areas, in order to make it a more positive place for children to play.
- **A Step Towards Health** – built a sports stadium for local children.

- **In the Rays of a Green Light** – raised awareness about traffic safety in the community through a drawing contest and campaigns.
- **Active Toddler** – built a playground at a local youth center.
- **School for Young Journalists** – This project was actually not funded by the program, but rather by the local newspaper. The editor of the paper held classes for school students on the basics of journalism. After training, seven young people covered the community projects implemented by their peers in the program. As a result, by the end of the first year, *The Youth Page* became a usual addition to the weekly city newspaper, and has been a great help in raising interest and attracting volunteers to the school projects.
- **Fragments of the Past** – This project united school students and their teachers with community members in a civic action to remove old, abandoned rat-infested buildings from the town. Volunteers, led by team project members, distributed leaflets, hung posters, and spoke with Duma members. As a result two buildings were torn down, making the area safe for children.

Conclusions

From all reports, the community school program seems to have been quite successful in all three regions. In each case, the schools have done excellent projects that involved teamwork between students, teachers, administrators, and the community at large. Local business and government supported the projects and many volunteers were attracted from the surrounding areas. The schools really became the focus for social activism in their neighborhood, and learned to promote themselves as such. This is especially true in small villages, where both adults and young people tend to feel isolated and trapped and are, therefore, more at risk for depression and unhealthy behavior. Furthermore students and teachers learned to work together as partners. This is quite significant given the conservative and hierarchical nature of traditional Russian schools.

The students themselves greatly benefited from the PYD approach of the program. By taking responsibility for social projects, the young people learned to explore and identify critical community issues, suggest step-by-step solutions to challenging issues, set clear goals, create an action plan supported by available resources, plan for results and report the achievements. The more they associated with adults in an atmosphere of partnership, the more they were interested in taking on more challenging roles, and their self-esteem rose accordingly. Young people with who have achieved this level of self-esteem and developed skills will be much less likely to engage in risky behavior, and much more likely to contribute effectively to their community.

The choice of projects also demonstrates that there is a great lack of activities for youth in many parts of Russia. In each of the regions there were many efforts made to create sports or intellectual competitions that united the entire area. It is also interesting to note that many of the students were focused on bettering the situation of children younger rather than themselves. Each region came up with plans to improve the play areas of kindergartens, and also seemed to enjoy interacting with toddlers. The students also were quite successful in eliminating real dangers for younger children through such projects as *Fragments of the Past* that eliminated abandoned buildings in Kandalaksha, and the *Green Wave* that improved a precarious traffic situation in Kursk. In each case the entire community was rallied by the school students. It is hoped that this type of activity will foster more civic action in the future.

As will be demonstrated in the following section, the NRs have been extremely effective in convincing stakeholders in all three regions of the benefits of the Community School model. In all three cases the model will be continued through the efforts of local organizations. Additionally, many of the individual schools have decided to retain their role as a locus of civic activity in their districts.

Activities in Support of Objective 2

Tomsk

Upfront, the Krasnoyarsk NR established a working relationship and signed a partnership agreement with the Tomsk Center for Education Development. This governmental institution participated in all stages of the program. They helped to identify participating schools, assured access to schools, learned to be a resource for the teachers and students, provided consultations to school teams and organizational support for the competition. The NR will continue to support

the Center with teaching materials and advice after the program, so that they remain the focus point for Tomsk community schools.

Ten out of the twelve participating schools continued offering children opportunities to create and implement social projects. Five schools, all located outside of the regional capital, created their own Centers of Civic Activism and started the new training cycle in September 2010, using the students previously trained in the program as a resource. One of them, Bakcharskaya School, included students of the neighboring schools into their activities. Other schools teach social project development through special classes. Two schools, Sineutyosovskaya and Molchanovskaya, offer weekly trainings for 8th, 9th and 10th grade students. The activists at Zaozernaya School include younger children into the trainings. At one of Tomsk schools, the Youth Parliament conducts seminars for other students every Sunday. One school located in a small town of Asino introduced a mandatory class in social project development where the students learn how to identify and address a social issue through a small project.

Many of the youth ideas created over the past two years continue to flourish in the schools and their communities, particularly where the schools established partnerships with other community organizations, such as a home for the elderly, a shelter for kids and a remote disadvantaged school. For example, the school in Zaozerye has continued its Victory Marathon started with YDCP support. The kids continue to invite war veterans to the school and community events, tend to the war memorial and conduct the research about those who died during the WWII. As the school reported, the project unites all community stakeholders around this theme.

In spite of the constraints and challenges that the schools face: time limits and heavy workloads of students and teachers, the overwhelming majority are already implementing new social projects or plan to have a competition of projects later in the school year. The Bakcharskaya School has already implemented four mini-projects and plans to educate at least two to three students from each grade and then have a school-wide competition. A school from the closed town of Seversk is engaging parents and the school board in social activities. All the schools that are continuing civic education activities report that the local education authorities and other administrative bodies provide support to the school initiatives.

Kursk

Since the beginning of the program, the Voronezh NR invested lots of time and effort in establishing good relationships with the city authorities. At the start of the project, the authorities were appalled to think that a foreign organization would fund local schools. However, the Education Committee highly praised the results of round one and even reported the program as their success. The Committee was helpful in recruiting new schools for round two and in establishing contacts with the City Employment Center and the Rehab Center for At Risk Youth Harmony. On the other hand, the Committee was destructive in the process of identifying and supporting a local coordinating organization.

With a great deal of pressure from the NR, an agreement was reached with an organization of high school activists, Argon, based at the City Youth Center. The organization was perfectly placed to reach out and further transfer the community school ideas to 350 youth activists of city schools. Argon regularly convened group meetings of high school activists and set up trainings for this group. This promising arrangement was ruined by the growing personal conflict between the Argon leader and the Youth Center Director. The Center Director was backed up by the Education Committee that wanted to control the youth organization and use it for large-scale projects like regional youth camps rather than small-scale community projects. The leader of Argon, Larisa Labenskaya, was ordered to leave the organization. She protested and filed a complaint with the prosecutor's office. According to NR, the administration was the winner; Larisa was re-elected and had to quit Argon. However, she continued implementing projects at a new hosting organization – the Regional Youth Center. She also started to create a new youth organization Dream.

The NR trained eleven local trainers that included employees of the City Youth Center, the city school support center and schoolteachers. Ten trainers started teaching social project development during YDCP implementation in the region and continued providing trainings after YDCP ended. Two participating schools created manuals for other teachers summarizing their experience in the program.

The NR introduced an innovation to the program that was highly praised in the region and receive positive reviews from practitioners from other regions whenever IREX staff shared this success. A representative of the City Employment Center participated in the selection panel of the school projects competition. The Center independently selected eight

projects that required physical work: organizing a youth camp for younger kids, issuing a community newspaper, and cleaning rest areas for the elderly, etc. The Center used its budget to cover the costs of 60 paid jobs for the youth in those projects. Other project teams that did not receive program funds decided to implement projects on their own. Five of the ten participating schools completed seven projects with resources mobilized in the community. They reported that they attracted over 50000 rubles for project implementation.

Among the ten participating schools, six schools (three from the first round and three from the second round) reported that they continued initiating and implementing social projects for the benefit of their communities. They fundraise by writing letters to community organizations with a request to support their ideas, present their projects to parents at school meetings, negotiate by phone, create a database of potential benefactors and work with school alumni. The *NR* suspects that the other four schools may also continue supporting youth initiatives. However, these initiatives are more likely to address internal school issues rather than improving community life and helping disadvantaged groups outside of the school. Among the challenges that may prevent these schools students from learning community service through practical experience are school administrators who do not support project activities on top of the curriculum heavy workload.

The region will continue supporting youth initiatives. The latest news was very optimistic. In 2010, the City Administration approved the program Youth of the City of Kursk for the next five years with the total budget of 154 million rubles. The analogous program from previous years was aimed youth older than 18, thus barring schoolchildren from access to these funds. Now, the program includes a competition for school projects as a separate activity with an annual budget of 400000 rubles. Every year, the Administration plans to support at least 20 school teams with a grant up to 20000 rubles each. The City Youth Center and the Youth Organization Argon led by a new director will continue to provide training in social project development to school activists. The City Employment Center was also pleased with its experience in the program and decided to continue paying for youth jobs in social projects selected through a competition. In 2011, the Center plans to fund 100 youth jobs in social projects.

Murmansk

The *NR* left a number of legacy institutions after the program ended. The *NR* successfully trained a group of local teachers that continued training school teams in civic engagement and social project development. The Rehab Center Harmony continues to be the focal point for community schools, providing trainings and access to support materials, while Galina Chekushkina, Deputy Director of the Center, continues coordinating community school activities in the town.

After YDCP ended, the school projects continued to gain recognition for their efforts. In two successive years, schools from the small town of Kandalaksha became winners in the region-wide competition for volunteer projects. In 2010, the project that improved the grounds of a local orphanage by planting flowers and building playground areas, and another project that cleared an abandoned area full of debris in order to create an athletic field took the first and the second prizes.

During the Program, the *NR* established excellent relationships with the City Youth Committee. The Committee Chairman, Svetlana Luneva participated in almost all program events and supported the school teams in their efforts. The Committee drafted a program Soyuz and introduced it to the City Mayor who pledged budget support for the community school competition in 2011. Though the Mayor was discharged, the Committee kept its promise and allocated 100000 rubles for the support of school initiatives after YDCP ended. All participating schools were invited to the program.

At the end of the program, all participating schools and organizations reported that they planned to continue implementing community school activities in the future. In reality though, not all schools continued offering their students community service. One school was closed; another went through restructuring and layoffs, while others could not overcome the inertia and apathy of adults. According to the *NR*, six of the twelve participating educational institutions stayed connected and joined the new city program Soyuz. The program copied the major YDCP activities – training new school teams, providing support through consultations, holding a competition, funding school projects and organizing a closing event to celebrate achievements. The program is off to a good start. The major theme is healthy lifestyles and two new schools joined the program. The Center Harmony paired each school team with a trainer in

addition to holding two formal trainings in social project development and team building. The project implementation will start in February 2011.

The NR will be able to offer further support to non-commercial organizations and youth clubs in Kandalaksha through another program that will be directly funded by USAID. The focus of this program is the development of community centers in Murmansk Oblast.

Another significant achievement of the NR was cooperation with the local Rotary Club. The Club pledged its support for at least two to three school initiatives during the next year. So far, the collaboration has not yielded any practical results, but the Center Harmony plans to invite Rotarians to the festival of school projects and then build further relations.

The NR from Petrozavodsk shared very important observations with IREX: youth are ready to act and are motivated to improve community life, while adults care less about the community, reluctantly accept extra work and expect to be paid for voluntary activities. As Galina Stepanova, NR Director said, *"Youth were not a problem. The problem was working with adults."*

Work Plan Targets: Community Schools

Targets in First Year Work Plan	Targets achieved in First Year of YDCP
NR applications received and processed	NR applications received and processed
Three NRs chosen	Three NRs chosen
Three replication grants awarded	Three replication grants awarded
Community Meetings held in three target regions	Community meetings held in three target regions

Targets in Second Year Work Plan	Targets achieved in Second Year of YDCP
15 adults from 15 schools trained 30 school students from 15 schools trained	49 adults from 15 schools and one organization trained 128 school students from 15 schools and one organization trained
15 six-month projects receive small grants	21 six-month projects received small grants
15 schools in 3 regions identified for round two of grants	18 schools plus one organization identified for round two of grants
3 Conferences Held	3 final conferences held
VIP participation in approximately 7 community school events	VIP participation in 10 community school events
Approximately 5 VIP meetings arranged	7 VIP meetings held

Targets in Third Year Work Plan	Targets achieved in Third Year of YDCP
50 adults from 17 new schools trained 150 school students from 17 new schools trained	140 adults from 18 new educational institutions trained 256 school students from 18 new schools trained
10 first round and 15 second round Community School six-month projects receive small grants (Small grants will range from \$100-\$500)	13 first round and 21 second round Community School six-month projects received small grants
3 Final Conferences Organized	3 final conferences organized

Key local stakeholders participate in approximately 13 Community School events	At least 50 community school events
Approximately 7 meetings arranged with key local stakeholders	At least 30 meetings were arranged
2 training for trainers	2 trainings were held
5 internships for 50 youth and their teachers	5 internships were held

III. YOUTH-DRIVEN MODEL

During the period October 24, 2007 – October 24, 2011, IREX implemented the youth-driven model in the Republic of Karelia, Stavropol Kray, and the regions of Irkutsk, Volgograd, Chelyabinsk, Tambov and Tyumen. Using a Russia-wide competition, IREX identified a pool of the 25 most innovative and engaging youth-led projects from across the country. The implementers of these projects (*innovators*) exhibited their programs at *youth empowerment road shows*, held in each of the seven regions. Local youth organizations then had the opportunity to compete for funding to adapt the program of their choice (thus becoming *adaptors*). Further support was provided to facilitate interaction between the *innovators* and the *adaptors* as well as to assist the *adaptors* in securing community support for their projects.

Activities in Support of Objective One

Regional Coordinating Organizations (RCOs): Recruitment and Training

IREX selected seven local NGOs, one in each of the target regions, to serve as the Regional Coordinating Organizations (RCO). These organizations acted as key local partners throughout the program. With ongoing support, guidance and monitoring from IREX, the RCOs performed a variety of important functions including the:

- Identification and recruitment of local participants (youth and adults) for the *road shows*;
- Coordination of *innovator/adaptor* mentoring;
- Coaching for adaptor groups and monitoring of their progress; and the
- Facilitation of the institutionalization of the adaptor projects through the support of local government and business stakeholders.

The RCOs were selected through a competitive, targeted recruitment process in each of the seven regions. Drawing on its extensive network of regional contacts, IREX circulated RCO applications to 20 organizations in the seven regions implementing the youth-driven projects. The seven finalist RCOs were selected based on the following criteria:

- Sustainable organizational development;
- Experience in the development and implementation of community, youth and/or social programs;
- Extensive links with local government, schools and the NGO and business community;
- Previous successful cooperation with international organizations and funders;
- Skills in budget management;
- Experience in event planning;
- Proven track record in financial reporting and responsibility; and a
- Qualified staff that can be dedicated to the YDCP project.

A list of the seven organizations is included in Attachment I.

Throughout the first three years of YDCP, IREX provided technical assistance, coaching and oversight to the RCOs, including in-person training events. In March 2008, IREX held an orientation for two representatives of each RCO in the

Bekasovo Complex outside of Moscow. The two-day training allowed IREX staff to present a comprehensive summary of all the aspects of YDCP. These included:

- Positive Youth Development Theory as it relates to adults working with youth;
- Overall logistics for the youth empowerment *road shows* to be held in their regions;
- Dissemination of information about *road shows*;
- Recruitment of youth organizations (three to five young people plus one adult coach) to attend the *road shows*;
- Attracting the attention and participation of representatives of government and business to the *road shows* and the program in general;
- Application to be filled out by organizations wishing to adapt a project exhibited at the *road show*;
- Process of regional selection of the projects to be adapted;
- RCO supervision of *adaptors*, and the process by which they are mentored by *innovators*;
- RCO facilitation of *adaptor* networking with community stakeholders in business and government;
- *Adaptor* project sustainability; and
- Programmatic and financial reporting requirements for RCOs.

The orientation was structured to include a great deal of discussion and group work, giving IREX staff the chance to elicit valuable comments and feedback from the RCOs regarding the regional aspects of the program. Throughout the program, IREX strived to maintain program flexibility in order to allow for the maximum amount of local stakeholder input into the final product presented in each region.

During the first year of YDCP, the RCOs received ongoing training on PR, grant management, event management, conducting seed grant selection processes, monitoring and evaluation and financial reporting. At every stage of first year activity—from the recruitment of *adaptors* to the awarding of seed grants—the YDCP Deputy Director was available to answer questions and provide advice. Individual RCOs greatly appreciated the opportunity to grow professionally. Elena Shatokhina of the Volgograd RCO Volgograd NGO Support System, stated “We have learned to work on a completely different professional level, especially in the areas of project management and reporting.” Shatokhina, whose organization previously worked primarily in NGO development, also mentioned that YDCP opened an entirely new technical area – youth development – for her and her colleagues. After the Head of the Committee on Youth Affairs for the region participated in the YDCP regional selection committee, he initiated the first cooperative agreement on youth activities signed between the local government and the Volgograd RCO.

In order to clarify expectations and to provide more guidance on their many responsibilities, IREX created a manual for the RCOs. It covered a variety of key topics, including a basic overview of the program’s goals and objectives; a review of Positive Youth Development Theory; goals and objectives of the *road shows*; guidelines on recruiting and preparing *adaptors*; tips on publicizing the *road shows* to maximize media coverage and attendance by key local players; and further training and development opportunities for the *adaptors* that were selected to receive seed grants.

Before going into Year 3 of the program, IREX held a stakeholder meeting with the representatives of all seven RCOs in order to discuss the first round of seed grant implementation. The 12 participants discussed YDCP successes, challenges, and future plans. The two-day workshop introduced a unique structure known as “open space discussions,” which allowed the RCOs to raise issues of importance in their region. Several interesting discussions ensued, including the advocacy of a PYD-based youth policy, and the motivation/support of adults coordinating the *adaptor* projects. The second day of the workshop focused on improving program implementation during Year 3 of YDCP. In introducing the RCO budgets for this period, IREX explained that each organization would be given extra funding for additional trainings to address the region-specific issues mentioned during the open space discussions. Since the factors at play in each area are different, each RCO was able to assess its own needs and submit a proposal for a training event for pre-approval by IREX.

The workshop was a valuable opportunity for the RCOs to gather to discuss key program implementation information before the start of the second round of *adaptor* project implementation. In addition, the training that the RCOs received on improved reporting, program monitoring, and communications methods allowed them to increase their capacities to serve as regional leaders in the NGO sector.

Innovators: Recruitment and Orientation

Identifying *innovators* with proven, successful youth-driven programs was central to the successful implementation of YDCP. Their models formed the backbone of the activities implemented in each of the seven regions. *Innovators* exhibited their models at the *youth empowerment road shows* and later hosted and mentored the local young *adaptors* who selected their programs for replication. The extensive Russia-wide recruitment conducted by IREX during the first quarter of program activity yielded 113 applications from 42 Russian regions. A selection committee made up of professionals in NGO development and youth policy read and scored the applications. In evaluating projects, the committee gave preference to those that:

- Were youth-driven (i.e. young people play a critical role in implementation);
- Engaged young people in the following types of projects: recreation, skill building, activism and service and policy and leadership;
- Were sustainable (should have existed for more than one full program cycle);
- Could be concretely described and budgeted;
- Could be easily replicated in other areas and circumstances; and
- Were associated with an institution (NGO, school, university) that could provide guidance and infrastructure, and that had a proven track record in financial reporting and responsibility.

Once the selection committee completed the scoring process, the thirty projects receiving the highest scores were sent to the RCOs, youth specialists and leaders who provided input on the 25 finalists that became known as *innovators*. Their projects became models that would be implemented by *adaptor* groups. A short description of the *innovator* models and the regions in which they have been implemented is contained in Attachment II.

Once the finalist list had been determined, IREX sent it to the RCOs who gathered groups of local young people and local stakeholders to solicit their input on the suitability of each project for the given region. These advisers made note of the projects they thought were especially suited to their regions and those that seemed untenable, either because the region lacked the necessary resources or because many similar projects already existed in the area. Each region selected a group of 12 *innovators* who would later present at its *road show*.

From the outset, IREX communicated with the chosen *innovators* extensively by email and phone to prepare them to share their project models with new audiences. All finalists were invited to an orientation session held outside of Moscow in April 2008. The orientation was attended by 49 representatives from the 25 *innovator* projects. The majority of the representative pairs consisted of an adult and a young person. The orientation gave *innovators* a fuller understanding of their overall role in the YDCP program, and allowed them to get acquainted with IREX staff and get answers to any outstanding questions before the first *road show* in Petrozavodsk. In addition, training sessions on financial management, presentation skills, effective communication and distance-mentoring prepared the *innovators* for their long-term participation in the program. The orientation also allowed IREX staff to control the quality of the *innovators'* *road show* presentations and provide constructive feedback for improvement, clarify program expectations with *innovators*, and lay the foundation for a productive long-term working relationship.

The *innovators* were given many chances for personal and organizational development during the first round of project implementation, including invaluable practice in public speaking and presenting their projects to new audiences. When the *innovators* first practiced their presentations with IREX staff, their emphasis was on what they did in their home cities. Gradually, as they attended their own training sessions, and began to realize that they had to sell their programs to other young people, they began to explain their project from the point of view of what it could do for another region. This represents a major change in perspective that will be quite useful as they develop both professional and personal relationships in the future.

Youth Empowerment Road Shows

During the first year of program activity, *road shows* were held in each of the seven target regions. Each of these was quite a meaningful gathering in the youth development sector of its area, and they were viewed as keystone events for local youth programming. These large colorful gatherings, covered heavily by the local press, brought together all of the major groups with a stake in youth issues, and introduced them to progressive youth-driven programming from all

over Russia, and to the tenets of the well respected and extensively utilized Positive Youth Development Theory (PYD). The effect was extremely powerful and energizing for participants from all of the groups. Alexei Slautin, Director of Youth Policy for Chelyabinsk Region, for example, lauded that fact the *road show* aimed to "shake up" the region and share youth practices that are already successful in Russia, introducing new ideas and causing local youth organizations to view youth and community activities from a different angle. At each event:

- **Potential Adaptors** acquired tools for assessing local needs and selecting programs to adapt for their region/city/village; learned about successful youth models from across Russia and how to collaborate effectively with youth who implement them; and gained motivation and inspiration to launch youth-driven programs.
- **Adult Stakeholders** understood the benefits of and methods for conducting youth-empowering programs based on PYD; learned about successful youth models from across Russia; and networked with other stakeholders and youth from their region and across Russia.
- **Innovators** gained public speaking and presentation skills; networked with other motivated youth and adult stakeholders; and began a working relationship with *adaptors* interested in replicating their programs.

In recruiting the *potential adaptor* teams that would attend the event, IREX worked closely with the RCOs in order to ensure participants from a broad spectrum of youth, including school and university students, orphans, disabled youth, youth from small villages and other marginalized young people. The RCOs also secured the attendance of influential adult stakeholders from the local government and business sector.

IREX staff, in consultation with youth development experts and professional trainers, designed and later modified (based on the results of the first two *road shows*) a two-day agenda that included *innovator* presentations, training on PYD, effective adult/youth cooperation, project management, needs assessment and the application process for *seed grants*.

On the first day, local young people and adults were greatly inspired by the lively presentations of the *innovators* who hailed from all over Russia. Youth in particular, were quite moved at the example provided by their peers. "Imagine," said one not very active young woman from Volgograd, "during all the time that I spend watching television, people my age from other parts of Russia are doing something interesting that helps make the world better." After the presentations, the audience was divided into small groups containing both adults and young people, and given the assignment to create a presentation defining the characteristics of adults and youth. Participants were amazed to note the immense common ground found between youth and adults, and certain stereotypes were quickly broken. For example one group in Irkutsk realized that experience does not always flow from old to young. Given today's quickly changing world, often experience in technology flows in quite the opposite direction.

The first day of the event also enabled participants to understand just how many complex factors go into managing a community project. Many were excited but a bit apprehensive of how to actually get started. This knowledge was imparted on the second day of the *road shows*, when local youth, together with their adult coordinators and the *innovators*, participated in step-by-step group activities and lectures aimed at giving them the tools they would need to adapt one of the *road show* projects in their home community. Topics included, needs assessment, planning, budgeting, role assignment, and finally, the actual YDCP grant application that would have to be filled out in order to apply for *seed grants*.

The *road shows'* content drew heavily on the tenets of PYD, which hold that young people should be viewed as a resource of society to be developed. During the *road shows*, the PYD sessions stressed the idea that work with young people should not concentrate on their problems, but rather on their strengths, and on the positive contribution that they can make in their community. When young people take responsibility for a certain part of a project, their sense of self-worth greatly increases, as does their interest in their own well-being and in the need to define and structure their personal future and that of their society. This section had a great impact on its young listeners. "It is our life, and we have to build it," said a participant from Stavropol. "After the training, I have a better feeling for the important role young people can play right now."

PYD also stipulates that it is not only the usual young leaders who can be involved in social projects. Instead of isolating youth with problems, according to PYD, youth from all levels (accomplished, at-risk, disabled, etc.) should be encouraged to develop their own ideas, and point of view, and to make their own contribution. *"I think that Russian youth really have great potential,"* commented Valentina, a youth group adviser from Volgograd. *"I work with youth that our society has forgotten and considers unneeded—vocational school students—but I know that they are great kids who can really do a lot, and have interesting ideas for creative projects. It's important for our region to support projects like the ones we saw today, so that young people can come into their own, not just through the projects we organize for them, but through the things in which they themselves are interested."*

Awarding of Seed Grants

After the *road shows*, the youth teams were able to apply for *seed grants* in order to replicate an *innovator* model, and become program *adaptors*. Applicants filled out the IREX created application and submitted it, along with a timeline and budget to their respective RCO, who then convened a local selection committee comprised of representatives of local government, business and the youth population. Finalists were selected according to the selection criteria provided by IREX. The selection committees were asked to consider a number of factors including the extent to which youth were involved in the design and implementation of the project, the value of the project for the given region and the benefit that would be received by the youth involved in its implementation. After reviewing the choices of the regional selection committee, IREX staff worked with each finalist in order to clarify all aspects of their upcoming project work.

After the selection process, and concurrence by IREX and USAID, it was decided that 55 *seed grants* would be awarded to *adaptor* projects in the seven regions of Stavropol, Karelia, Volgograd, Irkutsk, Chelyabinsk, Tyumen and Tambov. A list of the regions and project models can be found in Attachment II. The *adaptors* from Volgograd, Irkutsk, Chelyabinsk, Tyumen and Tambov started their activities in February 2009, while the *adaptors* in Stavropol and Karelia started in the fall of 2008. The different timelines were due to holding the *road shows* at different times. This first round of *adaptor* project funding consisted of 10 months of project activity.

In order to receive funding for a second round activity, the *adaptors* were required by IREX to secure outside sources of funding in addition to the seed grant. The instructions stipulated that YDCP would provide a maximum of \$2500 (a bit more than half of the first round grant amounts) if the *adaptors* could show that they had secured at least half of the amount requested for funding from other sources, such as government, businesses, and individuals. These conditions were part of a comprehensive approach designed to support Objective 2 of the YDCP program, and is concerned with the sustainability of the individual projects. From the onset, IREX and the RCOs coached and advised the project teams on securing support from community stakeholders from both the government and business sectors. Training in fundraising, networking and PR was also provided.

In selecting second round grantees, IREX and the RCOs took several factors into consideration, including how well the *adaptor* had implemented their project during the first round and their project's co-financing. The application form asked *adaptors* to provide information on the project goals, first-year results, and proposed plans for the second year. A substantial portion of the application was dedicated to information on the local resources they mobilized and their plan to get additional resources.

At the end of the selection process, 37 successful round-two participants were identified in the seven regions. All of these have garnered the required amount of outside funding, and have demonstrated effective and responsible project management during round one. Factors considered in judging the later condition included the achievement of planned results and the ability to meet reporting requirements.

The chart below provides a breakdown of funded and not funded *adaptors* for round two by region. It also contains information on the number of not funded *adaptors* who planned to continue project activities without USAID funding.

Region	Round One Adaptors Funded	Adaptors Applying for Second Round Funding	Second Round Adaptors Funded	Adaptors not Funded in Second Round		
				Total funded	not Continuing Model Anyway	Not Continuing Model
Karelia	7	7	7	-	-	-
Stavropol	7	5	5	2	1	1
Chelyabinsk	9	6	6	3	1	2
Tyumen	9	6	4	5	4	1
Volgograd	6	4	4	2	2	0
Irkutsk	8	5	3	5	4	1
Tambov	9	8	8	1	1	0
Total	55	41	36	19	6	13

As can be seen in the chart, the majority of the *adaptors* who applied for funding were successful in obtaining it. IREX staff worked with each applicant in order to clarify outside funding sources and round two project plans. All *adaptors* able to demonstrate adequate outside support and responsible project management were funded for the second round.

Of the 18 projects that were not funded, five of them presented applications that were deemed insufficient by IREX. The remaining 18 did not submit an application. Thirteen of these had plans to continue in round two using their own funding. Six of these were successful. This phenomenon will be discussed in section on Objective 2 below.

Adaptor Activity Highlights by Region

Republic of Karelia

The Republic of Karelia is arguably one of the most progressive in the Russian Federation. Since the fall of the Soviet Union it has developed strong ties with neighboring Finland, and has benefited from a great deal of international aid. The YDCP program, with its underlying theory of positive youth development, was extremely well received in this area, and in 2009 the program was the recipient of the Petrozavodsk Innovator of the Year award for its introduction of this effective method of facilitating the growth of young people. The situation in Karelia was made even better because of the RCO Doroga and its director, Denis Rogatkin, who is an acknowledged and respected leader in the youth development field with excellent contacts in the city government and across youth serving organizations.

As far as the actual models are concerned, youth and youth specialists in Karelia chose to replicate programs that allow young people to contribute to their community, and to take an active part in societal decisions that directly affect them. In many cases these programs are an effective complement to policy established by the government. The Children's Legal Chamber, for example, plays a key role in Petrozavodsk's activities in support of the UN Child Friendly Cities Initiative.

Each of the projects replicated has produced a great deal of achievements, and all are excellent examples of PYD in action. A description of the programs' principal achievements follows below.

Children's Legal Chamber

The Children's Legal Chamber model is also aimed at providing youth, and in this case school children, with a mechanism that allows them to participate in the decisions that affect them. This model, pioneered by a group in Orenburg gives school students the opportunity to publicize the need for children's rights and also to monitor the government's role in protecting those rights. Its slogan is "No decision made about youth without their participation."

In Petrozavodsk, the chamber was launched under the YDCP program by the Karelian Fund for the Development of Education. In December 2008 the Chamber was made a public consulting body of the Russian Ministry of Education.

Twenty school students were originally members this body. At their first session, they agreed on the charter and the manner of working together. Then they went back to their schools to conduct a "test" school student referendum. Over 1,000 students were polled.

At the second session in March 2009, the results were discussed as well as the UNICEF initiative on Child Friendly Cities. As a signatory to this convention, a city is obligated to provide a mechanism whereby youth can participate in the decisions that affect them. The Children's Legal Chamber provides just such a mechanism, and the body voted to support the initiative and issued a statement in favor of their city becoming a signatory.

The potential influence of such a statement is not small, since by the end of their first year of existence, the Children's Legal Chamber had already established solid relationships with many republican governmental agencies, and its representatives had already taken part in many governmental discussions on child welfare issues. At the chamber's third session (December 2009), these relationships were formalized, and agreements were signed with four republican governmental organizations: the Legislative Assembly, the Ministry of Education, the Ministry of Labor and Employment, and the Public Committee on the Reformation of Housing and Communal Services.

The Ministry of Education, for example, established a "direct line" with the chamber that would allow school children to get immediate answers to their questions. The Minister of Education, Alexander Selyanin, also promised to consider the views of the chamber in the preparing of all documents concerning children's rights.

At a meeting with the Vice Speaker of the Legislative Assembly, the Children's Legal Chamber representatives were able to voice their concerns about the recently passed curfew law. They argued that rural youth, traveling on poorly scheduled public transport, would not be able to return home from school activities before the established curfew. As a result of this meeting, the assembly voted to amend the law in order to extend the curfew by one hour.

The Committee on the Reformation of Housing and Communal Services also met with Parliament Representatives. During the meeting, one of the young legislators mentioned that the school in her village was extremely cold, and that the students were freezing during their classes. The committee immediately ordered that the situation be investigated, and the next day the school had full heating. At the same meeting it was agreed that a member of the Children's Legal Chamber, would be invited to give advice to the committee on a regular basis. Several months later, sixteen-year old Alexandra Kandybina, vice chair of the Children's Legal Chamber, was installed as a member of the Public Advisory Board of the Committee.

At a meeting with the Ministry of Labor, the young parliamentarians discussed professional orientation and employment for the Republic's youth. The Ministry pledged to participate in the Week of Rights event, held by the Chamber in various districts schools of Karelia. Ministry specialists, together with members of the chamber, explained employment possibilities and labor rights to school children.

As has been demonstrated, the cooperative agreements signed with governmental bodies brought substantial results. These were widely publicized in local press, and on the website of the Chamber, making it clear that young people can become engaged with their government in order to bring about real change. The Chamber is still working closely with these four government agencies.

In addition to their work in the plenary sessions, the delegates to the Children's Legal Chamber are very active in promoting children's rights in their home schools and districts, where they conduct constant monitoring of youth opinion, and collect information on children's rights violations. They collaborate especially closely with the Karelian Ombudsman for Children's Rights, and together with her, have established legal consulting points in many schools.

The Ombudsman also asked the chamber to assist the city of Petrozavodsk in conforming to the UNICEF Child Friendly City Initiative. In response to this request the chamber called a conference of school students that took place on February 25, 2010. Students from almost all of the schools in Petrozavodsk attended, and under the leadership of the Chamber delegates, formulated a list of its suggestions on how to make their city more child friendly. Special emphasis was placed on children's health, recreation and on facilities for disabled youth. The City Administration is now utilizing the resolution of this conference as the basis of its Children of Petrozavodsk program.

The Chamber provides a powerful mechanism for the inclusion of school students in the both the lawmaking process and in the defense of children's human rights. They have established working relationships with government such as the direct line with Ministry and the placement of student representative on the Housing Committee. Their input has already enabled them to amend laws. Finally their members are active in teaching about rights in their home schools, and in reporting abuses to the proper authorities.

The participants in this program acquired many skills such as public speaking, verbal expression, and project management. They have developed the confidence to speak with government ministers on an equal level. Maybe most importantly of all, they have learned that they can already effect meaningful change in their community.

The *adaptors* plan to continue their activity in 2011. The election of a new governor and recent changes in the overall structure of the government will, however, probably necessitate the renegotiation of their cooperation agreements with various ministries.

Notebook of Friendship

This quite complex model attracts youth through small activities centered on ubiquitous school notebooks, which is the hook that draws the young people into other activities and projects that the *adaptor* has to offer. This model was successful in Karelia due to the strength of the *adaptor*, a scouting organization that had a wide-array of activities to offer participants and many opportunities for their future development after the notebook activities. Additionally, the scouts were utilizing many principles of Positive Youth Development Theory without realizing it and the model allowed them to formalize the methodology. The notebooks were a successful mechanism to broaden the popularity of the scouts and attract young people that would not typically join the organization. Participants have moved upward in the scout's ranks as they build on their abilities and take on more complex roles. Leadership courses are available, and several have been able to attend regional and international scouting events.

Since its inception in September 2008, 600 children from ten school schools have gone through the notebook cycle, and four end-of-project camps have been held. Additionally, 74 teachers have been trained to facilitate civic activism in their students. The Karelian scouting organization has incorporated the model into its regular activities, and will continue to do so in 2011.

Youth Voice

One of the goals of the Youth Voice model is to help students bridge the gap between theory and practice. The original *innovators* designed the program to help sociology students in Astrakhan gain the professional skills needed to launch their careers. This aspect of the model is still present in Karelia, but the Petrozavodsk *adaptors* have added a peer-to-peer element that allows the inclusion of younger school students. Additionally, the young people are utilizing sociological research for the purpose of monitoring the opinion of youth, and bringing the results to the attention of governmental bodies, agencies and youth-serving organizations.

In Karelia, Youth Voice is being implemented by the Children-Youth Center of the City of Petrozavodsk. Given that their target population includes school students, the center was naturally eager to include this group into program activities. In effect two teams were formed. The first team consisted of students from the sociology department of Petrozavodsk State University. The second team consisted of upper-grade students from the city school system.

With the help of the sociology faculty, the Center designed an after-school program on the theoretical and practical aspects of sociological research. One of the college students from the team taught this course to the school student team members twice weekly. Additionally the sociology department arranged three separate seminars for all the members of the team on research methods. They were also given ad hoc assistance while conducting fieldwork.

The blending of these two teams is an excellent example of PYD at work. The *adaptors* were able to create an atmosphere of acceptance and tolerance where each young person had the ability to get the training he or she needed, and also to make a significant contribution that was at the same time appropriate to his or her level of authority. All participants had the chance to grow in self-confidence, and to acquire skills that they would use as successful and engaged adult citizens.

The older students were able to pass on knowledge and experience to their younger colleagues. They ran the courses and seminars, and explained the basics of research. At the same time they themselves were gaining valuable experience that complemented their classroom experience, as they managed the day-to-day aspects of sociological work. As one participant commented, *"After this project I became more responsible about everything I do. It taught me to look for solutions to unusual problems, to think out of the box. In my view, this program really makes you grow up."*

The younger students also had a great chance to grow. Together with their college colleagues, they decided on the themes to be studied and collected and analyzed the data. As their knowledge grew so did the level of their participation. For example, in 2009 two school students were actually able to present a sociological paper at an academic conference held at Petrozavodsk University. Both reported a huge increase in their confidence and public speaking skills. Another pair presented in 2010. This represents the first time that school students have ever addressed this type of academic gathering in Petrozavodsk. As one of the speakers noted, *"Youth Voice has given me the chance to broaden my world view, to acquire new skills, and even to complete my own sociological study! Thanks very much to the organizers of this project."*

Since its inception in September 2008, Youth Voice effectively reached its goal of monitoring youth opinion by completing several research projects on this topic. The first of them, completed in the 2008/09 round of activity, studied youth participation in the city of Petrozavodsk. The young researchers interviewed youth clubs, youth serving organizations and students in the 8th to 11th classes. The results were published in a brochure and presented to the City Administration of Petrozavodsk. It provided valuable information on youth's association with the structures created for them, and the extent to which they participate in the activities and events that these structures organize. The results were later presented at the Public Chamber of the Russian Federation, and at sociological conferences in St. Petersburg and Petrozavodsk.

The success of this first study gained a reputation for the project. Within a few months after the brochure was published, the Perspektiva Analytical Center recruited the group to participate in fieldwork for a study on public opinion. The project participants received a modest stipend for their efforts. Later in the same year, they also completed a small study on school student wellbeing on behalf of the school social workers in one of the school districts in Petrozavodsk. They also received a stipend to assist the Ministry of Nationalities of Karelia with data entry and analysis for one of its research efforts. Lastly the group assisted the *adaptors* of the Object of Attention model with the creation of an Internet survey to be used in one of their talk shows.

During the 2009/2010 round of program activity, Youth Voice completed three more studies on youth. The first identified the types of after school services in demand by school students, while the second studied the preferences of at-risk youth. For their third project, the *adaptors* produced a cultural map of the city of Petrozavodsk. This exercise in visual sociology provided a map including all of the cultural institutions of the city, and provided information on the extent to which they are known and accessible. The findings of these studies were published in a pamphlet entitled "Youth on Youth" that was presented to the City Administration of Petrozavodsk.

Like all of the YDCP models, Youth Voice is valuable not only for the experience it provides its participants, but also for the service it renders for the community. Youth policy can only be effective when the real needs of youth are being met, and Youth Voice has established a systematic method of monitoring those needs.

Given its reputation in the region, the adaptor groups is confident that it will receive enough fees to continue its existence in 2011. The group is slated to assist the establishment of a similar service in Chelyabinsk as part of the YDCP year four interventions.

Object of Attention

The goal of this program is to engage youth in the resolution of problems that directly affect them by developing and maintaining an ongoing dialog among young people, their community and government. The model also includes youth organized talk shows, surveys and social advertisements. It is housed at the Youth Initiatives non-profit organization.

The Petrozavodsk *adaptors* made several adjustments to the original model. For one thing, in order to improve the quality of the social advertising entries, they added a School of Social Advertising that provided expert training on design, photography, video and psychology. Thanks to this training, 37 students learned to make social advertisements

that were interesting, to the point and memorable. One of them commented, *"At the training we acquired a thorough knowledge of how to create effective social advertising. Even more importantly, we focused our attention on important daily life problems to which we usually turn a blind eye."*

The surveys and other techniques used to measure youth opinion were also given a makeover. The Youth Voice adaptor group assisted the project team in creating narrower, more focused questions that would spark the kind of discussions that would result in problem resolution. For instance, one of the questions for the survey on youth and alcoholism was asked in a fill in the blank format which stated "Youth would drink less if" The answers sparked very interesting discussions, and concrete suggestions for improvement of the situation. Some respondents, for example, pointed to the need for more recreational opportunities, while others brought up the need for alcohol free evenings at discos and clubs. All of these suggestions were later discussed at the talk shows.

The talk shows themselves were also improved during round two, as the *adaptors* realized that the discussions had to be more focused and solution based. Changing the survey questions automatically ameliorated this situation, but the project team also paid more attention to the profile and positions of the talk show participants. Participants in the Youth and Alcoholism talk show included, for instance, members of the youth group called "straight edge" that called for a ban on all alcohol advertising; members of the Youth Parliament, and young volunteers from a clinic that is trying to lower the number of alcoholics among young people. Additionally, representatives of the businesses that run discos and clubs were present as well as a representative from the Committee on Youth Affairs and from the Department of Trade and Food Products.

The talk show that resulted produced not only excellent and focused discussions, but also some results. The business people explained that most of their profits come from selling alcohol, but with some subsidy from the government they would be able to sponsor alcohol free days at the local clubs. The Youth Affairs Committee agreed to look into this, and also to consider turning an abandoned theatre into a youth club. The Youth Parliament agreed to follow up on both these suggestions.

During the two rounds of funded activity, six project cycles on six different themes were held. For each theme the adaptor group monitored the opinions of youth (over 6000 surveys collected), facilitated the production of social advertisements (over 90 ads produced) and held six talk shows for over 250 participants. All of these activities engaged local youth in solving problems that affect them. At the same time, they greatly increased their self-confidence and acquired skills, such as verbal, written and visual self-expression, that will be valuable for a lifetime.

The administration of the Youth Initiatives organization is interested in the further development of this model, and plans to continue its activities in 2011

Fresh Wind

This model is being implemented in the rural district of Sortavala. It teaches young people skills in social project development, after which they are able to implement small mini-projects in their school or neighborhood. The main goal is to provide young school students with new opportunities to realize themselves while becoming actively engaged in their community.

The Center for Psycho-Social and Medial Assistance was at the helm of his project. The specialists in this organization have been working with at risk youth since 1998, and as Ekaterina Mishina, the coordinator of Fresh Wind commented, *"We have come to understand that prevention is not enough to ensure the success of a young person. We have to help them develop life skills."*

Several years ago, the center began to encourage young people in their care to develop through volunteer work. Their work in this area, however, was greatly improved by the introduction of Fresh Wind with its underlying theory of PYD. Before YDCP, the Center's young volunteers were limited to rather small roles in adult-designed projects. Now, however, the youth themselves decide upon the project and work out its implementation. This type of activity really ensures that they will develop life skills, and the confidence to use them.

The projects, all of which were aimed at community improvement, were designed and implemented by small groups of young people, many of them from at-risk backgrounds. As the young people gained skills and confidence, the projects

also become more complex. If at the beginning of program activity, a project might consist of simply building one sandbox at a primary school, towards the end of the second round, young project team members developed a complex "volunteer brigade," whose members traveled to elementary schools in order to train younger children in community action.

In starting this program, the Center advertised widely in schools and technical institutes. They made great use of local youth TV and radio channels as well as the local press. Eventually they recruited a group of 20 active young people, who formed the heart of the project team. These young people attended a training on social project development given by the original *innovator* from Kaliningrad. Once trained, they started their own mini-projects, and also gave the training course to young people at various schools and youth centers throughout the region. All in all, 65 youth were trained, and 14 mini-projects were designed and implemented for over 200 beneficiaries.

The center has been very satisfied with the positive effects of the model on troubled youngsters, and plans to continue its activity.

Youth Bank

This international model allows young people to play a leading role in grant making in their community. It was first implemented in Russia by a group from Togliatti, whose representatives brought the program to Karelia as a part of the YDCP program.

In Karelia, the program is housed at a Petrozavodsk City Youth Center. A core group of college students are in charge of project operations. Since the program started in 2008, these young people have developed a great deal of self-confidence, and significantly improved their skills in areas such as negotiations, public speaking, fundraising, and project management. They have greatly contributed to the growth of volunteerism in their city, and of course the many young people implementing the mini-projects have also been able to acquire their own project management skills.

The small programs were centered on ecology, sports, cultural preservation, and child welfare. Individual topics included the establishment of a hotline for troubled children, the cleaning of local parks and rivers, the building of platforms for extreme sports in isolated districts, the training of local students to give tours at the Museum of Fascism, and the introduction of a Finnish innovative teaching method called "parachute" in local schools. In certain cases, groups of volunteers from other YDCP projects were funded for additional projects. One project involved the scouts from the Notebook of Friendship model, who refurbished the playground at a local orphanage.

The *adaptors* in Petrozavodsk have altered the structure of the original model. In the traditional Youth Bank, the first step is the establishment of a grant pool by collecting local donations. The Karelian young people had originally planned to proceed in the same fashion until the onset of the recent financial crisis. In such a situation, they felt it was better to begin with the identification of the actual mini-projects, feeling that in a time when funds were in short supply, donors would be more likely to support a specific project than to contribute to a neutral idea like a grant pool. In fact this method was quite successful. The *adaptors* were able to design a special fundraising plan for each of their small projects, targeting the specific type of organization that might be interested.

Other modifications to the usual finance methods were made as well. The *adaptors* targeted not only businesses and government bodies, but also individual donors. Valentin Svatovoi, for example, is a prominent entrepreneur in the city. In the spring of 2009 he was a part of the committee that selected the projects to be funded. He was so impressed by the ingenuity and energy of the young people involved that he funded two mini-programs himself. Svatovoi later commented, *"In my opinion the most lasting result of my support of youth initiatives is the creation of a group of young people who are goal-oriented and active. Instead of waiting passively, they take measures that bring real change to the community."*

Not all the activities were funded by single donors, however. In October 2009, the *adaptors* introduced yet another innovation. They arranged for a "competition" of the mini-projects at a popular youth fair. Attendees could vote for their favorite project by making a small donation to the activity of their choice. The amount collected made a significant difference to the local volunteers.

All in all, the Karelian Youth Bank held three competitions. Of the 82 applications received, 30 mini-projects were funded and successfully implemented. Donors also varied greatly from governmental bodies like the Committee on

Youth Affairs, to large concerns like Pro Business Bank. The Karelian Organization of Sports Fans sponsored a project aimed at refurbishing a local stadium.

In spite of their marked success in securing private donors, the Karelian version of the youth bank still depended heavily on subsidies from the Petrozavodsk Department of Youth Affairs during the first two rounds of project implementation. In view of the recent dismantling of this organization (see the section on objective two below) the fate of the project in 2011 remains unclear. The *adaptors* will be funded to act as new *innovators* in another city of Karelia during the fourth year of YDCP, but the ability of their model to continue in Petrozavodsk is still in doubt.

I'm Opening a Business

This model provides young people with training in business subjects, combined with the opportunity to work on actual business projects. In Petrozavodsk representatives from the Youth Employment Center quickly recognized the economic potential of the activity, and decided to become *adaptors*.

The young people's business projects in Petrozavodsk were quite diverse. One group, for example, conducted a feasibility study on the opening of a new trout fishery. Students studied the market, and measured product demand, and the level of competition in this area. They visited the Ministry of Agriculture and obtained the advice of consultants specialized in this area. Another team devised a new distribution system for a local department store chain. Throughout the internship, specialists in law, business planning and marketing were available for consultation.

By the end of the internship, each team was able to produce a concrete product. In one case, for example, the students developed an entirely new brand and completed all of the paperwork necessary for its registration. The finished products were then presented to the selection committee that chose the competition winners. In the opinion of the committee, whose members included representatives of the Ministry of Economic Development, the Chamber of Commerce, and the Agency for the Support of Small and Medium Business, and city universities, all of the plans were capable of being implemented. And this fact according to Anastasia Bodrova, project coordinator, is what distinguishes *I'm Opening a Business* from a host of other educational opportunities for business students. In this program young people have the opportunity to gain invaluable practical experience, working on assignments from the ongoing world of economic development. Many of them have already developed skills and contacts that will serve them throughout their business careers.

During the first two rounds of the model, 100 students attended the business courses. Of these 50 worked on internship teams and completed 11 assignments from the participating firms.

At the present the Youth Employment Center does not plan to continue the implementation of this model. The organization has experienced a rapid turnover of employees, and the former coordinator of *I'm Opening a Business* is no longer on staff. Nonetheless the center is currently utilizing the experience gained during the project in other endeavors, such as its program to encourage youth entrepreneurs.

Stavropol Kray

At times it was challenging to work in Stavropol Kray. The region is located on the edge of the war-torn North Caucasus and is considered by the Russian government to be a buffer zone between that conflicted area and the rest of Russia. This sensitive and strategic position causes the kray to be subject to increased surveillance by Russian authorities, who are especially suspicious of NGO activity. The region is one of the most conservative of the ten YDCP target regions, and the inheritance of the Soviet Union can still be found in many areas, including youth development. There are very few NGOs, and almost all of the organizations dealing with young people are state run. As can be seen from the information below, all the YDCP projects but one were hosted by government organizations. Most of these hierarchical and traditional institutions required a great deal of extra coaching both on grant management and PYD.

Many of the conditions described above have had an adverse effect on the youth of the area. Most of the ethnic groups of the neighboring North Caucasus are also present in the Stavropol Kray. Tension is high, and sometimes turns to violence, especially among a young population that has few employment opportunities. Ethnic strife, political uncertainty, high unemployment, and a bureaucratic youth services infrastructure have led to creation of a young generation that is often skeptical, unmotivated and not particularly engaged in their communities.

The Stavropol Kray RCO played a large role in assisting the *adaptors* in their efforts. Unfortunately, this support was not as comprehensive and consistent as it could have been. The RCO director, Konstantin Vishnevsky left the organization and moved to Moscow during year two, leaving his much less experienced assistant Irina Konova in charge. Konova, although dedicated to the program, did not feel entirely comfortable with her new responsibilities, and required a great deal of coaching by IREX staff. Thanks to this intervention, she was able to carry out all of the tasks expected of her, and was particularly effective in report and activity monitoring, and joint networking and training events for the *adaptor* groups. Although her performance could have been better with regards to the overall promotion of the program, she did help individual implementing groups obtain contacts at the kray and federal levels, including the Stavropol Children's Rights Ombudsman, the International Human Rights Group and the Institute of Social Perspectives.

Given the above-described conditions, programs like YDCP are extremely necessary in Stavropol Kray, and it can be considered a significant achievement that five of the seven original *adaptors* were able to implement their models successfully. The skepticism and even hostility of the local authorities were eventually overcome as government officials began to see a real benefit from the programming, some of which made a real difference in promoting ethnic tolerance. Once their positive impact on the community could be demonstrated, some of the projects actually received tangible support from their local communities.

Notebook of Friendship

This model is implemented by a nongovernmental organization in the village of Georgievsk. It gives school children the opportunity to compete in competitions involving notebooks, which in turn draws the students into further participating in the organization's activities, where young people play a leading role.

In Stavropol, this project was most in line with the spirit of YDCP and Positive Youth Development Theory. The *adaptors* closely followed the model developed by the *innovator*. The project had one adult leader who helped form a team of teenagers between the ages of 14 and 16. During the second year of the project, Karina Sergienko, a 16-year-old, took on the role of program coordinator.

The young people themselves organized the notebook competition during the second year; they came up with different categories and chose the winners. They gave 14 presentations at schools publicizing the competition and received over 500 entries. The project team then distributed over 170 prizes to the winners and recognized teachers who helped with the competition. From 2008-2010, over 17 schools from 6 cities and 11 villages participated in the project.

Throughout the project, young people played the type of leading role that is postulated by PYD. The sense of satisfaction and self-worth that they experienced as a result of these activities enabled them to develop skills that will be useful to them in their adult lives. It also empowered them to take action in order to meet their needs for further development. After a few months of group activity, the young *adaptors*, for example, realized that they needed to improve their ability to work together and thus organized a training event. They found a venue for a weekend camp, and organized transportation themselves. This gave them the opportunity to engage in team-building activities, and to discuss future plans. They decided to expand their work to include community improvement projects, the first of which was the repair of a local playground. They found sponsors to donate the necessary materials and then set up monkey bars and benches.

A key element of the Notebook of Friendship model is the follow up activities the organization can offer. The host organization in Stavropol boasts a number of diverse projects, and thus can be extremely flexible in this area. School students, recruited through the notebook competitions, have the chance to join the organization where they are given responsibility for small tasks under the mentorship of a more experienced student. As their experience grows, the level of responsibility and decision making is increased. In some cases, the young participants come up with totally new activity ideas, such as a dance club and a musical group.

The *adaptors* maintain close contact with the model's *innovator*, and have attended its workshops on program implementation. In July 2010, Karina Sergienko was a counselor at the Perm *innovator's* summer camp, and she hopes to arrange a similar activity in Stavropol Kray in the summer of 2011.

Rainbow Bridge

From the beginning, Rainbow Bridge in Stavropol was aimed at improving ethnic tolerance in the region, which is an extremely important issue in the ethnically diverse kray. Before Rainbow Bridge few, if any, projects focused on tolerance, allowing the project to fill a much needed niche. The Stavropol Kray Regional Youth Library implemented the model, and its project team was made up of 3-5 people who are either students or young workers. During the past two years, the team led trainings, gave presentations and organized book exhibits focused on tolerance and diversity at schools and libraries.

The main event of the *innovator's* model is a large tolerance festival, which brings together young people from various regions to present their ideas and learn about tolerance. The festival also includes a social project competition. The Stavropol *adaptor* took a slightly different approach to the project. They did hold two festivals (one in 2009 and one in 2010), but these were not the main events of the project.

During the second year of the project, the young people's main focus, instead, was to open tolerance centers at schools, libraries and youth centers in many villages and cities of the area. The idea is that the centers would make promoting tolerance, both towards different ethnicities and towards those with disabilities, more sustainable in the kray. Organizations interested in opening such a center were advised to form a project team that later attend training sessions and seminars conducted by the original *adaptor* on how to organize basic tolerance building activities.

The project gave youth the opportunity to discuss serious issues, including racism, prejudice, discrimination, tolerance and respect. They learned to respect one another and were able to voice their opinions. Maksim Ignatov, a project volunteer, noted *"Thanks to participating in the project, I now look at many things in a new way. I look at a person and his or her actions. I don't care what nationality or ethnicity my friends are; I pick them based on different reasons."* Zulya Ismailova, another young person participating in the project noted, *"If you love your country, that doesn't mean that you have to hate others. You need to respect everyone's opinion."*

Object of Our Attention

The goal of Object of Our Attention in Stavropol, which was implemented by a university, was to conduct a series of events aimed at getting young people to discuss issues that are important to them and then share their opinions with adults who are responsible for youth policy in the city and the kray. In addition to the talk shows, the *adaptors* conducted surveys to poll youth opinions, and a held social advertising competition.

During the first round of project implementation, it became evident that this type of project is difficult for a large, bureaucratic institution to carry out. Control of both administration and accounting is very centralized, and the university frequently changed program coordinators, greatly complicating project activities. Frequently, the model activities were interwoven with the universities ongoing activities, and this resulted in a loss of the focus and intent of the project goals. The *adaptor's* continuation was in jeopardy by the end of the first round, and IREX warned the university that without a stronger coordinator, the project would not be able to continue.

A new coordinator was found, and IREX staff encouraged her to visit the *innovator* to learn more about the project and give its Stavropol version a second chance. With a lot of coaching, she was able to limit the number of planned activities and focus them on one topic—the civic development of youth. All of the project activities, including the talk show, youth campaigns, discussion club meetings, competition and festival related to the chosen theme. About 20 active students came together to organize the events and formed the project team.

Although activities became more focused, they were still delayed due to the fact that each event had to be approved by the university administration through a long and very bureaucratic procedure. In spite of these difficulties, the project team was able to successfully implement several talk shows that attracted a large number of young people. Representatives of other youth NGOs and active students also got involved in implementation. Gradually the project team managed to convince the university of the program's value, and the administration even covered the travel expenses of students from other districts attending the talk show.

One of the most successful talk shows was entitled "Young Leaders of the 21st Century." It was held in both Stavropol and in Zheleznovodsk, and over 900 university and school students participated. The *adaptors* also held a seminar on

implementing social projects and volunteering for approximately 300 people. To learn young people's opinions on problems associated with becoming active citizens and leaders, the team polled 1,900 people between the ages of 14 and 25 in Stavropol and Mikhailovsk.

Thanks to the project, young people in Stavropol Kray had the opportunity to participate in frank discussions about issues that are relevant to them, learn how to implement social projects, organize and conduct talk shows as well as analyze data. They also learned how to work with the media, and recruit and work with volunteers. Overall the project had a positive impact on young people in the community and gave them the opportunity to become more engaged citizens.

Restore the Past

The adaptor of *Restore the Past* had to implement the project without guidance from the *innovator* since that organization left the program due to reporting difficulties. The project was first based at the regional House of Culture. Because of difficulties in receiving money due to its centralized accounting system, the project then moved to a different organization, but the same young people carried out the planned activities. During the second round of the project, it was based at the Novoselitsk Regional Library, which became the center of activity for approximately 30 young people from eight villages in the region.

The school students studied their community's history by interviewing local residents. They recorded stories and collected photographs and items for the regional museum, paying particular attention to the role young people had played in the area since 1935. The project team also led excursions and gave presentations to other students and published 12 booklets about the region that are available at the public library.

During the first round of the project, youth organized a large regional festival and during the second round, they organized an art exhibit featuring the work of young artists from the area. The exhibit was displayed in eight villages and over 300 people of different generations went to the exhibit.

Additionally, the *adaptors* designed and organized many events for their peers and unemployed youth that were not planned, including a photo competition, a meeting with Afghan war veterans, and a poetry competition. Over 200 people of different ages participated in these events. Svetlana Nishchitenko, an active member of the *adaptor*, came up with the idea to hold the photo competition.

The *adaptor* received a great deal of support from the local administration representatives, who realized the value of preserving the past and involving young people in that process. They gave the group financial support, helped with transportation, provided meeting spaces and representatives attended all of the events. A majority of the *Restore the Past* events were included in the administration's plan to develop the cultural life of the village.

While You're Young

This project engages young people in solving social problems in their community through youth "press centers." It closely resembles a community school in that it has young people form groups to work together to address a specific need in the community. The student clubs called "press centers," instead of schools, are the hubs of community activity. In Svetlograd, a small town in Stavropol Kray, the "press center" at the Children's Ecological Center, this model's *adaptor*, became the center of civic engagement in the community.

At the start of project activity, the misleading name of the model caused a bit of difficulty for the *adaptor*, who thought that the "press centers" would primarily collect information and write newspaper articles. After attending the first training held by the *innovators* of this program from Omsk, the *adaptor* team realized that these centers were basically involved in resolving specific local problems through a variety of means which might include but which are certainly not limited to newspaper articles. During the course of the program, ten centers were created. Together they implemented 15 mini-projects in their communities, which reached over 3,420 people. The projects focused on improving parks, creating playgrounds, helping elderly citizens and various environmental actions.

Many of the mini-projects became very visible in the community and received recognition at the highest levels. The young people participating in the project had over 50 articles about their campaigns published in the media. They also entered and won a number of kray and federal competitions.

The excellent results and the extensive publicity campaign of the *adaptor* eventually caused the government to recognize the effectiveness of this type of activity in youth development, and the regional administration recommended introducing the project at different schools and youth institutions. The *adaptor* now provides consultations to schools in the region on organizing mini-projects, fundraising, and developing civic engagement amongst youth. This form of work is very unusual for Stavropol Kray, and represents the first time that the ideas of social projects initiated by young people, civic activism, fundraising and volunteerism have been introduced in many remote areas of the region.

Mirror for the Region

This model was based at a small village school, and made a difference in the life of its young participants. Twenty students participated in three journalism games, and published 350 copies of each of the three newspapers that were issued. The project had an especially strong influence on students from the local orphanage who also participated. Many of them were completely unfamiliar with a PYD approach, and the adult coordinator observed rapid increases in self-esteem, and the interest in a healthy lifestyle.

Unfortunately, the local FSB also became interested in the project. After a conversation with this organ of power, the teacher in charge decided to cancel the project.

Student Legal Bureau

This model was hosted by the legal department of the North Caucasus State Technical University. Twenty-five law students gave consultations to the local population on housing rights. Two consultation points were established; one at the university and one at a neighborhood center in Stavropol. In addition to the consultations, the students also published a booklet on housing law and gave three public seminars. Unlike the replications of this model, however, most of the work was initiated by law professors, rather than the students themselves. The PYD element seemed to be missing.

Like many large institutions, the university accountants had trouble keeping up with the IREX financial reporting, and it was decided not to apply for the second round. The consultations continue but they are now part of the regular law clinic of the university, and there is no student initiative involved. Therefore, IREX does not consider that this model is being continued in this region.

Irkutsk Oblast

In Irkutsk Oblast, there are pockets of regional and local government support for youth programming although general funding for youth activities has been decreasing. That being said, the government is interested in increasing young people's participation in community activities.

The RCO for Irkutsk Oblast was the Russian Union of Youth (RUY). This is the strongest organization working with youth in the region and historically has had key administrative resources — authority, funding, connections with the government, and its own established youth programs and youth organizations. The director of RUY, Aleksandr Popov, is a member of the Irkutsk Oblast's Public Chamber.

Although RUY had much experience working with youth, participating in YDCP gave the RCO a new approach. In the past, RUY focused on organizing summer camps, courses, celebrations and other one-time events. Through YDCP, RUY learned to design programs to develop skills and competencies youth need for adulthood and to involve them in civic activity. RUY began to create programs where youth can play an active role, rather than just receiving services.

The RCO did not have experience monitoring the quality of project activities, but it did pay close attention to the *adaptor's* questions and helped them resolve administrative issues. However, RUY did not always monitor the completion of objectives for YDCP set in the *adaptor* projects, and was not always able to help the *adaptors* when they were going "off track" in project implementation.

Handmade Folk Costumes

In this project, youth learn how to make folk costumes from master craftspeople and research the history and culture of their region. The young people also document local history and traditions through film, video and interviews with elders, preserving the past for future generations.

The *adaptors* from the remote village of Keul did a great deal of work collecting information on the culture and history of their community. The project is being implemented by a village school, and its 20 team members are school students from 14-17 years old. In this small village, the school is a center of activity and any events organized draw a large crowd of residents. The youth involvement in the project does not stop at making folk costumes — though this was the main goal in the first round. In the second round, while they continued the handicraft element of the project, the *adaptor* began to actively collect information about their village and created a website to share what they were learning about their traditions. This documentation of their history became incredibly important to the participants, as the village of Keul is slated for destruction to make way for a new power plant. The *adaptor* also became involved in charity work with orphans, small children and elderly people and the youth participants became active leaders in their school.

Through the implementation process, the group split into three parts based on participants personal interests — one group sewed costumes, the second organized events, and the third conducted ethnographic and historical research and presented it on the website. The *adaptor* also organized holidays and events for the whole village and for young people from the local social-rehabilitation center. Some teenagers from the center have taken active part in the project activities.

It is clear that this project has been of great assistance to the small isolated town in which it is located. The young implementers, however, have also benefited greatly. As project coordinator Elena Goluakovskaya mentioned, *"It's really wonderful that the young people did this themselves, without the help of adults, and they resolved almost all the organizational matters. The knowledge they receive through this project is the ability to negotiate and agree, to identify a problem in the community, and to express their position on the issue."* This is a good example of PYD in action. Youth, in taking responsibility for a community issue, develop a whole set of skills that they will need to be successful adults. The mastery that they achieve raises their self-esteem, and increases the likelihood of their seeking more experiences that will allow them to grow in a manner that is positive for both them and their communities.

During round one the team made 15 costumes, and organized 5 master-classes for participants. They also prepared five research papers on the history of their village. During the second round, the *adaptors* sewed six costumes, and organized several traditional holiday celebrations as well as creative events including concerts and poetry readings. The group also created archives on the lives of five village families, and created a website with articles, pictures and a bibliography.

The young people plan to continue the project until their village is destroyed and they have to move. After that, they maintain that they will continue to work on the website.

Youth Bank

This project model comes from Ireland, and in YDCP the *innovator* was the Youth Bank of Togliatti. Three Youth Banks were replicated by *adaptors* under YDCP, and the Irkutsk Youth Bank differed from the other regions in that individual donations played a larger role. Generally, most Youth Banks are created by local community foundations and the youth do very similar work to what the permanent foundation employees do — hold grants competitions, but for an all-youth target group. However, in Irkutsk the youth quickly realized that private donations were a possibility and transferred this learning back to the adults. The Youth Banks in Irkutsk, Petrozavodsk and Tambov were created by youth organizations practically from nothing, which gave the youth a lot of responsibility to develop this new concept in their regions — and this development was not always easy.

The Youth Bank project in Irkutsk encountered many difficulties. In the first round, the project team almost dropped out due to lack of support from the implementing organization. At the end of the first round, the RCO asked them to give it another chance and two representatives of the project team were sent to the "Youth Bank Summer School" where they received training from *innovators* on how to run a Youth Bank. Interested youth approached another organization to serve as the base for implementation, and Ravonvesie, a public organization, agreed to support them.

With the support of the *innovator* and Ravonvesie, the young implementers transformed the Youth Bank into a strong organization that plays a meaningful role in its community. During the two rounds of project activity, the Youth Bank held two grant competitions, funding 26 youth projects for a total sum of approximately 390,000 rubles. During the second round, the team introduced a new funding mechanism – “buy it on the spot” – which invited individual donors to attend a project fair where they could choose to invest directly in the projects they liked. This idea was adapted from the Youth Bank in Petrozavodsk, and replaced the funding mechanism proposed by the *innovators* – approaching donors to raise a sufficient grant pool before the competition. The idea was a success, resulting in full funding for all the applications in the second grant competition.

In 2009-2010, Youth Bank team members organized approximately 20 training sessions for school and university students on developing and managing community projects. Approximately 300 youth took part.

Currently the *adaptor* team consists of 20 people, with various roles – media relations, donor relations, event organizers, etc. The project is run entirely on the principles of PYD, with young people taking full responsibility for all of the major decisions. This method has brought great benefits to the participants. As Petr Treskin, a 4th year university student and director of the bank put it, *“By participating in YDCP, I made a lot of new friends and I became more social and outgoing. But what's most important to me is that I broke down a barrier, the fear I used to have with adults. I feel like a fully valued, equal partner. We're ready to work together and even learn from one another. Without a doubt, thanks to YDCP I became more active in my local community. Thanks to the program I was able to discover my own possibilities, to see my own potential, to get experience and knowledge and help others see their own value. I'm very happy that I participated in this program!”*

The project team will continue to implement and develop the model. They have a good understanding of fundraising and have negotiated many in-kind donation agreements from local businesses. Several government and non-government organizations are ready to provide space for meetings and events. The team has also been very effective in publicizing their work. During the second round, more than 80 articles and materials about the project were published. Thanks to this PR and the strong relations that the adaptor has developed with regional and local government, several cities in Irkutsk region have expressed interest in forming their own Youth Bank.

Golden Generation

This *innovator* model was designed to further develop already active youth by improving their skills and having them become more engaged in community activities. But in the remote village of Zheleznodorozhny, where the project was implemented by a municipal center for extra-curricular activities, there are more pressing issues. The village is without any type of recreational activities, and there is very little infrastructure for social interaction. In this atmosphere of poverty and boredom, adolescents are at grave risk of adopting negative behaviors if not offered more constructive options. The *adaptors*, therefore, changed the project model to focus on rural youth who lack opportunities. The goal of the *adaptors'* project became to teach youth, and even younger children, to organize their own low-cost but positive social activities, creating an atmosphere that will enable them to develop their interests and abilities.

Youth are the organizers, implementers, and participants of this project. The *adaptor* team of university student organizers conducted events for school students and taught them how to organize their own positive recreational activities. During round one, they held a festival of youth initiatives for 100 participants and seven trainings for 40 schoolchildren of the village. In round two, they conducted 20 events (games, seminars, trainings) for 2,000 school children, and taught them how to organize their own activities. After these events, the school students began to independently organize their own local village events. The local authorities took positive notice, and other school directors requested that the *adaptors* train their students as well. In 2010 the public council of Zheleznodorozhny village asked the project team to organize a photo-racing game during the celebrations of the village's anniversary.

The *adaptors* plan to continue working in the area, and are currently training new village teams.

Albatross

This project was aimed at providing at-risk teens with a chance to develop skills through participation in extreme sports. They join first as participants, and gradually, as their self-esteem and skills develop, they become leaders and trainers. A local college in Irkutsk was the *adaptor* of this project. Although the team led four expeditions for about 70 young people, the director of the college was unable to incorporate the model's principles of inclusivity and positive youth development PYD into the activities of the institution's skiing team. There was no interest in continuing and developing the project after the first round.

Cameras in the Hands of Kids

The project was aimed at building tolerance towards young people with disabilities through joint photo classes with their non-disabled peers. It was implemented by Special Olympics Russia. The project worked with mentally disabled youth, and included eight of these young people into a group with non-disabled students. During round one they learned photography skills together, and organized two photo exhibits of their work.

According to the *innovators*, the project was fairly successful. However, it hinged on two people — the project director, who became a deputy and no longer had time to work at the organization, and the coordinator, who finished her studies at college and went back to her hometown. With these two organizers gone, the project team was a bit lost and could not continue as part of YDCP. However, the organization continued working with photography, although they did not implement this exact model.

While You're Young

The project was implemented by a school in the village of Algatuy. The goal was to involve young people in solving community problems and increase their level of civic activity. During round one, the project team consisted of 12 school children between the ages of 14 and 17. The team modified the original model, and focused on providing access to information for the citizens of their village. They organized several trainings for young people on various aspects of public relations and information collection and presentation. The young participants learned to work on a team, reach out to community organizations, and identify issues that were of importance to the village. They published and disseminated four issues of a newspaper in which they wrote about village life and especially the lack of positive leisure opportunities for rural youth. Finally, the *adaptors* also organized three social campaigns aimed at addressing negative trends such as smoking.

Unfortunately, the village school was unable to garner the support of the administration and the regional accounting office was not cooperative in the processing of program finance reports. During the first round, the project was kept going by the tenacity of its assistant coordinator, and when she was accepted into college in the capital, the project was unable to continue to round two.

Object of Our Attention

In Irkutsk Oblast, the project was implemented by a scouting organization. The goal of the project is to attract the attention of youth to real problems in the community and work together to solve them. Informational campaigns and discussion on youth problems are conducted in the community, involving a wide range of actors in finding solutions (government, NGO, youth themselves, etc.).

The *adaptor* held a competition on social advertising among education institutions of Irkutsk. A talk show was also held and youth took part actively. The organization could not manage to implement the entire project model, so they adapted some elements into their existing activities, and focused on developing youth volunteerism rather than communication between youth and local government.

Given its problems in both implementation and reporting, IREX did not fund this group for round two.

Developing a Volunteer Movement

The project was implemented by a municipal organization — the House of Children's Creativity in Angarsk. The project aimed to build a volunteer movement in the city. In Angarsk, the team organized festivals and trained volunteers, but did not implement any community mini-projects, which was supposed to be a main feature of the model. The project coordinator eventually moved to Irkutsk and the organization decided not to continue the project in the second round.

Chelyabinsk Oblast

Chelyabinsk is an industrial region as well as a border region, which gives it a few specific characteristics. The economic situation in the region is difficult, and a large percentage of the working population is poor. There is a large drug trade from Central Asia coming through the region. Prostitution, drug addiction, alcoholism and HIV/AIDS are all important issues in the region that are being addressed by local government and NGOs.

The region is currently undergoing significant political changes which bode well for the strengthening of YDCP initiatives and youth policy in the region. The head of Chelyabinsk city was recently named governor of the region, and many government structures, among them the Chelyabinsk City Committee for Youth Policy, have had staffing and administrative shake-ups. On May 19, 2010, YDCP's own RCO representative, Sergey Avdeev, formerly director of Kompass, was named director of the youth policy administration of the city. This has the potential to positively affect further development of YDCP in Chelyabinsk region.

Playing Life

This project was implemented by Compass, a municipal institution focusing on healthy lifestyles education and the prevention of harmful behaviors. Compass's youth theater group, this model's action team, consisted of ten youth who performed plays about teenagers in difficult life situations, and audience members took part in discussions after the performances. The project created an improvisational youth theater with the goals of preventing high-risk behavior among young people, attracting youth to volunteerism, specifically peer-to-peer education, and developing leadership skills and active citizenship in the youth participants.

To achieve these goals, Compass sought to create a PYD atmosphere where volunteers could bring forth their own initiatives and take part in preventing negative behavior among youth. The young people involved in the theater group independently created new plays, and found new locations and audiences to share their work. The plays were shown for youth, generally students at secondary and vocational schools and universities, and used a peer-to-peer methodology. Besides participating in the shows, the volunteers were involved in other events organized by Compass, including public campaigns and trainings.

An unexpected, but highly positive, outcome of the project was the group's participation in the second All-Russia Youth Theater Festival, held in Samara in September 2010, where a member of the group won first prize for the best female role.

During the two rounds of program activity, the young people created five plays and performed in schools and summer camps, reaching over 2,000 audience members. Another success of the project was its great popularity within the city of Chelyabinsk — the *adaptor's* performance schedule was fully booked. The participants believe that the peer-to-peer, interactive methodology was successful in Chelyabinsk because it attracted a large audience, which is important when working with schools, and because the project team involved their own friends and peers from diverse backgrounds, fostering the development of volunteerism in the city.

"I've been involved in this project since the beginning. There are seven of us in the theater group — school and university students. When I'm acting, I feel the audience's response and reaction to the performance, how they're thinking about their own lives. I'm sure that after seeing us perform, the audience want to change their lives for the better," commented Galina Yanke, a member of the project team

During the second round, Kompass and the project team added two important elements, interactivity and improvisation. In the Chelyabinsk adaptation, the performances do not follow a script, but are built around improvisation by the actors. Following the performance, the actors remain in character for a discussion with the audience. The improvisational theater methodology is based on the work of Albert Bandura and aims to correct myths about the perceived

"attractiveness" of risky behavior by showing how a young person can reject negative choices in favor of positive ones and live a better life.

The youth actors develop their plays through improvisation after receiving training in improvisational theater methodology. The actors playing each character create dialogue for a scene and eventually one or more scenes are written down and further developed. The scenes are rehearsed, discussed and corrected. Each performance is attended by a psychologist who leads the discussion between members of the audience and the characters of the play.

The *adaptor* group fully intends to continue its activity and has already planned several performances to be held at schools and universities over the coming year. They are also considering possibilities for training a new improvisational theater team and developing new plays. The *adaptor* also hopes to create theater groups based at different schools in the city and train the coordinators of the groups to organize their own shows independently. The project team will receive funding from Compass, and will also apply for support through various grants competitions.

Albatross

This project was based at the Chelyabinsk City Public Organization entitled Anastasia Center for Healthy Lifestyles and Spiritual Development. The *adaptor* organization focuses on promoting a healthy way of life among children and youth. The goal of the project was to popularize healthy lifestyles through outdoor activity and extreme sports and create an inclusive atmosphere where at-risk youth participants could develop self-confidence, and skills that they will need for the future.

The *adaptor* group did not make substantive changes to the *innovator* model. One of the key elements of the model is promotion of healthy lifestyles through extreme sports, such as climbing, hiking, rafting, kayaking, and diving. By including activities perceived as "dangerous" and exciting, the project is able to attract teens who may be interested in risky behavior. Here in a supportive, non-academic environment, they have the opportunity to experience a sense of mastery and self-confidence, and to develop skills that will be needed in adulthood.

The training of participants to lead outdoor activities and trips themselves also promotes sustainability and "generational hand-over" of the project as participants become leaders. The leadership training element did not merely focus on the technical competencies required to safely lead outdoor trips, but also encouraged participants to take responsibility for organizing events and teach less experienced young people outdoor skills. A series of trainings on project design, team-work and other topics were conducted for the young participants.

Over the two rounds, the *adaptor* organization attracted 65 active volunteers to its project team, including over 20 at-risk youth. This large contingent of team members sparked interest in the community and the project grew in popularity amongst Chelyabinsk youth. During the implementation of the project, Anastasia organized over 60 events for more than 2,450 young people, involving them in activities such as hikes and summer camps.

In the future, the *adaptor* plans to continue the project, with support from sponsors and new grants. Youth will continue to play a leading role in the project, and trainings on topics of interest to the young people will be conducted along with hikes and outdoor adventures.

Student Consultation Center for the Elderly

In Chelyabinsk, this project was adapted by the Employment Agency Foundation for Development and Support of Youth. The Foundation is a young organization that was created specifically under this project. In addition to the YDCP model funded by IREX/USAID, the Foundation seeks funding through grant competitions.

Although the Foundation encountered many difficulties in setting up the project in the first round, a new coordinator appointed for the second round had great success in replication and was also able to develop new partnerships in the community.

Over two rounds of implementation, the *adaptors* created three consultation centers in Chelyabinsk where they provided 216 consultations to elderly citizens. To reach less mobile elderly people, the project team, which eventually

attracted 123 volunteers, also provided 132 consultations to pensioners at their homes. The core project team grew to 10 students, and an active group of five pensioners also developed to support the team.

Changing the project coordinator in 2010 had a large impact on the team's attitude to the project, and the team members strived to implement new ways of working with the elderly and create ties with public organizations and businesses in the community. These partnerships and the team's hard work allowed them to meet the real needs of Chelyabinsk's elderly. For example, in 2010, the group created a telephone hotline which provided over 200 elderly citizens living on fixed incomes with information on the prices for groceries in various districts of the city. The project team worked hard to research prices in order to help elderly residents maximize their tight budgets.

The Student Consultation Center continued to grow in popularity, and the team worked closely with the Chelyabinsk Veterans' Council to distribute information about the hotline to the target group of elderly citizens. The centers also received more calls after appearing on local television to celebrate two years of the project's implementation.

The project continues to grow and in the next year, the team plans to train elderly clients in computer literacy. They also plan to organize an employment center for the elderly, as it is difficult for them to find jobs. While the project team considers this an ambitious goal, they are interested and ready to put their plan in action. Aleksandr Dyakonov, the 22-year-old project coordinator noted, *"The Student Consultation Center is a new type of project with a lot of possibilities, and hadn't been implemented in our region before. We introduced the project and got our first results and successes. The project will continue to grow, as there's a steady demand from the elderly clients for the services, and from youth who'd like to get involved. We think we've also been successful getting the attention of businesses and media."*

My Life without Barriers

In Chelyabinsk, this project was adapted by Iskra, a public volunteer organization based at the department of corrective pedagogy at Chelyabinsk State Pedagogical University. The organization's main activities are helping children and youth with disabilities or special needs—generally those who are unable to study at special schools.

The goal of the project is to foster tolerance among youth towards persons with disabilities, and to raise the level of civic activity by uniting the youth of Chelyabinsk. The project has very clearly defined target groups and works with each in a specific way. The first target group consists of youth with disabilities, between 18-24 years of age. The *adaptor* group conducts seminars with these young people to develop their leadership skills and prepare them to give public presentations. The second target group is volunteers from Iskra organization — students aged 17-24 in the corrective pedagogy department. These students conduct lessons on tolerance together with youth with disabilities in the first target group. The tolerance lessons are conducted in Chelyabinsk schools for students in the 5th and 6th grades, who form the third target group.

During the two rounds of implementing the project, the Chelyabinsk *adaptor* conducted over 20 "tolerance lessons" in five schools, reaching more than 300 elementary school students. Approximately 30 people with disabilities became involved in the project, and 10 seminars on leadership and public speaking were held for this group. A sustainable project team of 10 organizers was formed.

Unlike many of the other project models, My Life without Barriers did not change much in its second year of implementation. Rather than adding new elements, the project team saw its biggest task as promoting the tolerance lessons and increasing the number of schools to host them. The volunteers' dream is to eventually have tolerance lessons in the official school curriculum. Vadim Karimov, the project coordinator noted, *"When we went out to the schools for the first lessons, and the kids saw someone in a wheelchair, their eyes were literally popping out of their heads. They were afraid, they didn't understand. Now after the second and third lessons, the kids' reaction is completely calm."* -, 25, Project Coordinator

Though the project model remained essentially the same, the second round of the program was more successful than the first. The project team noted that though in the beginning it was difficult to find schools to partner with, eventually schools began to approach them with the request for tolerance lessons for their students. "Our lessons are growing in popularity in the city, and now there's no problem finding a school that will agree," said Karimov.

In the second year, the project team also formed partnerships with an organization for wheelchair users, Stimul, and with the City Center for the Rehabilitation of Individuals with Disabilities. These partnerships have allowed them to organize joint events, conduct more interesting exercises for the school students, and link the university students in the project team with organizations where they can have internships.

The project volunteers are now well accustomed to going into schools alongside youth with disabilities and talking about disability issues with schoolchildren. The young people with disabilities also exhibit increased self-confidence when dealing with the non-disabled public. Alla Skarvnik, a project team member noted, *"I'd like to share a story. I met a girl named Lena, who's 14. She has a serious motor disability, and like all teenagers, she's self-conscious about it. We invited her to present at the trainings for schoolchildren. She became so social after that she even met hockey players from our Chelyabinsk team, Traktor, and went to cheer for them at their matches. Now she's learning to skate — can you imagine?!"*

The project team believes that developing tolerance is a process that takes place over time, and the real impact of the program will be visible in several years when the children who attend the tolerance lessons become adults and interact differently with people with disabilities than most Russian adults do today. The team plans to continue working on the project over the next several years.

Fresh Wind

This project was adapted by the House of Children's and Youth Creativity, and its goal is to increase civic activity among high school students in the Ozersk area through the design and implementation of mini-projects in the community. The project volunteers were trained in project design and management, after which they developed and implemented their own projects to meet needs in the community.

Over two rounds, eight mini-projects were implemented, and 130 people were trained in project design. In the second round, the first round participants took responsibility for training new participants. These 20 students shared their experience and taught the new group how to create and implement projects with minimal involvement from adults. The idea of community projects, let alone projects led by youth, was totally new to this closed city, according to Olga Poteryaeva, the project coordinator.

At the end of 2010, Poteryaeva proposed the idea for a city-wide social projects competition among the schools of Ozersk. Her idea was supported, and she was invited to a city meeting to give information about the competition.

One of the project's greatest successes was to popularize the idea of community projects in the city of Ozersk. As a result of their participation in the project, individuals developed the ability to continue the community projects and work with the city authorities and business. Sergei Lyubarsky, a 17-year-old member of the project team, won a prize in the All-Russia Competition "Team of the 21st Century," thanks to his new project design and implementation skills. He was invited to the Children's Assembly at Orlenok and judged the projects that were presented there. Now he is a representative to the City Council of High School Students, and will be leading its work on projects in the coming year.

Ekaterina Nogina is another participant who transformed from a quiet, timid person at the beginning of the project into a self-assured, composed young lady who is able to network, propose new initiatives, and organize a variety of tasks. Ekaterina was so inspired by her work in the project, that it has influenced her career plans. She applied and was accepted to a pedagogical college at Orlenok and plans to become an organizer of community activities for youth.

Not only young people were active in the project. The adults who had no previous experience with community projects also experienced large changes and personal successes as a result of their participation. For example, Olga Poteryaeva, the project coordinator, took first place in the "Teacher for Community Activity" competition in Chelyabinsk region.

In the first round of the project, the *adaptor* group worked closely with the *innovators*, as the *adaptor* had no previous experience implementing a grant. The *innovators* assisted in the writing of the grant application, conducted a two-day training on planning and implementing community projects, and design their first mini-project. As project coordinator Olga Poteryaeva noted, *"The help Elena Yashenitsina of the innovator group gave us was like a kind mother helping us along the way, so we wouldn't get lost. Without her we wouldn't have made it!"*

In 2011, the group will focus on creating and implementing new mini-projects in the community and attracting and training new volunteers.

Notebook of Friendship

Like Fresh Wind, this model was also adapted by the House of Children's and Youth Creativity in Ozersk. In the first round, the project was implemented according to the original *innovator* model. The young project team members distributed special notebooks associated with the project and its related competitions to students in the 2nd-11th grades in Ozersk, Kasli, Kyshtyma, Hovogorny, Tatysh and Mayk. Competition themes included "It is easy to be young?" "To me, friendship is...", "I love my city and my region," "The Internet — my helper," "I am an individual," "My hobbies," "I live in the 21st century" and others. The school students reflected on these themes and showed their thoughts and feelings through projects in their notebooks. The *adaptor* also included events to help children at hospitals or orphanages.

In the first round of implementing the project, the *adaptor* team defined a key problem they felt they faced — a lack of active youth in their town. The model Notebook of Friendship helped unite diverse groups of youth with common interests and enabled them to express themselves creatively as they became more involved in community service. There is in fact a great deal of synergy between this model and Fresh Wind.

In the second round, the goal of the project changed somewhat — talented and civically active youth were invited to present their work in different competitive categories of the notebook. Their initiatives and news about social actions they had conducted were then shared in the city's youth newspaper and on the Internet.

In the second round of implementation, the *adaptor* focused on publicizing the project activities and supporting the community service activities conducted by students. The most active participants in the notebook tasks were trained in basic journalism skills and wrote articles for local newspapers and websites.

The project grew in popularity, with a core project team of 11 active youth aged 14-17. Over two years, 14 schools were involved in the project and over 7,000 notebooks were distributed to young people in Chelyabinsk region. Over 1,000 schoolchildren took part in the notebook competitions. Seven community actions took place and over 60 informational materials about the project were published.

During the second round, great efforts were made to harness the synergy between this project and Fresh Wind, which is also based at the Ozersk House of Children's and Youth Creativity. According to the original *innovator* model, after taking part in the notebook competitions, interested school students should be directed into a larger organization where they could try to hand at projects that would allow them to take on more responsibility and develop more skills. The Fresh Wind project, always in need of active youth, was a natural next step for the Notebook students.

An unexpected but highly positive outcome of the project was the formation of DobroRost, a volunteer coordination center located at the House of Children's and Youth Creativity, and a new project that involved schoolchildren in teaching elderly people computer literacy skills.

The *adaptor* also has taken part in international and national events. For example, Svetlana Polezhaeva, the assistant project coordinator, attended an international conference on diplomacy and youth volunteerism in Geneva, where she presented a new project that grew out of the Notebook. Part of Ms. Polezhaeva's expenses was supported by the local government of Chelyabinsk region.

In 2011, the *adaptors* will continue to function, and have plans to coordinate their activities with the original Perm *innovator* and other former YDCP Notebook *adaptors* in implementing a new project entitled "Notebook of Friendship: Pages of Success."

Developing a Youth Volunteer Movement - Chelyabinsk Red Cross

The project was implemented by the Russian Red Cross, a Chelyabinsk public organization. The project was introduced successfully, and involved not only Chelyabinsk, but four cities, towns and villages in the region — Troitsk, Kyshtym, Argayash, and Miasskoe. The project's goal was to develop a youth volunteer movement to increase blood donations in Chelyabinsk region. During the project implementation period, 81 students were trained at 11 seminars, where they learned about blood donation and how to conduct a "Day of Student Donors" at their universities. Following the seminars, the students could organize their own donation days independently in their communities. During the period of project implementation, over 317 students donated blood. Natalia Mironva, the project coordinator, noted "A pressing problem like the lack of blood donations can't be resolved in just one year. But in this time implementing the project, four working groups were formed, that were ready to continue working to attract youth to donate, and the Chelyabinsk region blood bank received 85 liters of blood."

The *adaptor* team considers their coordination with the *innovators* very effective in helping to ensure successful implementation of the project. The trainings conducted by the *innovators* raised the level of professionalism of the *adaptor* organization, and made it easier for them to network with potential sponsors and partners as well as publicize their projects in the media. The *innovators* provided frequent consultations and support and proposed various ideas for project implementation. The *adaptor* team considers the *innovators* to be an excellent example of an organization working with volunteers on a very high level.

The *adaptor* group, however, declined to participate in YDCP the second round. The main reason for this was the project coordinator's maternity leave and the lack of a replacement coordinator to organize the project team. The *adaptor* also lacked support from the regional blood donation facility, which did not wish to continue cooperation and did not desire help from volunteers. The regional donation facility participated in the Student Donation Day rather reluctantly, and without their help, the *adaptors* could not go much further with the project.

Developing a Youth Volunteer Movement - Magnitogorsk

This project was supposed to be adapted by the NGO Magnitogorsk Charitable Civic Initiatives Foundation, but the project team got off to a late start. The group was not cohesive, and was unable to accomplish the trainings and other activities that they had outlined in their work plan. Given the lack of response from both the project coordinator and accountant, IREX cancelled its donation agreement and did not transfer the second tranche of funding. Although they were unable to fully utilize the model, the *adaptor* maintains that many of its aspects have been very useful. Thanks to their interaction with the *innovator*, they acquired several strategies to attract and maintain a corps of volunteers. This information has been passed along to several other Magnitogorsk NGOs, and has contributed to the growth of volunteerism in the city.

Student Consultation Center for the Elderly

The independent non-commercial organization Center for the Defense of Human Rights — Ravnopravie was the second organization in Chelyabinsk to implement this model, but the *adaptor* dropped out after the first round. The goal of the project was to create a consultation center for elderly people at the organization and give free legal assistance to pensioners.

The first round of implementation was difficult for the *adaptor* group, and not all the tasks they set as part of their work plan were completed. The main difficulty was in attracting volunteers to the project, and the inability of the *adaptor* group to develop good contacts with local business, government and media. Several of the indicators for the end of the first round were much lower than targeted — 50 trained volunteers, 150 consultations at the center and 30 at clients' homes. The *adaptor* group declined to apply for second year funds, as they lacked human and administrative resources.

In spite of this, the project still continues, providing consultations once a week at the center. There are four members of the project team, and between September and November 2010 they provided 30 consultations to elderly clients. However, up until this period there had been practically no consultations. The project team now has plans to include a greater number of volunteers in the coming year and train them in giving consultations.

Tyumen Region

Tyumen oblast is one of the largest regions in Russia. Though the transportation system is quite developed, the northern climate impedes frequent travel between settlements. It has more mineral resources than any other region participating in the program and one of the most developed NGO infrastructures. Therefore, Tyumen could offer more resources for youth programming than any other region participating in YDCP. There are a number of grant programs available for NGOs based in the region from regional, municipal, and business sources.

The RCO, the Tyumen Charity Foundation, is highly experienced, and extremely well connected. They gained a solid reputation among government and business organizations that trust the Foundation to administer their funds for community development. One of the RCO's main goals is to develop the charity system in the region. Compared to other YDCP RCOs, it is a larger organization that is used to dealing with large amounts of money.

Fresh Wind

Fresh Wind was implemented by the Tyumen Regional Public Organization Chir, which focuses on ecological and outdoor activities. The original model focused on training youth and supportive adults, usually based at schools, to write and implement their own mini-project ideas for the benefit of the community. The goal of the project as adapted by Chir is to help rural residents become more civically active, with a special emphasis on environmental issues affecting their region. A unique addition to the project by Chir is to conduct the trainings on project design for school students in an outdoor expedition format, and to emphasize ecological projects. Other than that, the Chir adaptor group has remained faithful to the original model.

After two rounds of project implementation, the 13-member team has conducted two project design expeditions and one fundraising course for 30 young people from rural areas. They have also conducted roundtables on civic activism for rural youth and local authorities. Twenty-three mini-projects in five districts plus the city of Tyumen reaching over 250 beneficiaries have been implemented.

It proved quite challenging to inspire rural youth to be more civically active, as many young people and adults did not grasp the need or the reality of activism for the community and the environment. However, participants for the project design training expeditions were selected on a competitive basis, and came home after the expeditions with real plans to implement their ideas. Many young participants were able to bring their peers into the process, find funding, and turn their ideas into reality. During the second round, for example two young women created a mini-project entitled "Clean Conscience," which was aimed at cleaning up their village. They were able to get funding from their district's youth policy department, and involved about 40 students and older youth in the campaign.

The project team worked closely with other YDCP adaptors in their region. For example, they invited one of the groups implementing the Mirror for the Region model to cover one of their expedition-trainings. The journalists learned about project design and produced a newspaper during the expedition itself.

The adaptors plan to continue their work in 2011, and hope to expand to reach even more remotely situated youth. They are now working on a special training course on the design of ecological projects. They also plan to work more closely with the local authorities to help the youth find funding for their community mini-projects.

Mirror for the Region – Yalutorovsky District

The Mirror for the Region model involves young people in researching, interviewing, writing, editing and producing a newspaper — all in one day, based on a field trip to a news site or a community point of interest. The model was adapted in the rural area of Krivoluksky by a library club, and serves rural students in Yalutorovsky district. The project team has one adult leader, and all the other team members are youth who are quite involved in organizing and managing the activities. The team of youth continually grows, with seven young people in integral roles as editors and leaders who share their experiences with the project at community events and in schools in other districts.

The adaptors deviated very little from the original project model. They organized journalistic field trips that taught youth how to communicate with and approach new people, and to be aware of the world around them. Youth were also coached in writing, editing and publishing a newspaper.

During the second round, the *adaptor* also conducted a lecture series entitled "Pearls of Yalutorovsky District," which focused on raising awareness of the history and culture of their own home community.

There are 15 members of the project team, with seven playing a key role. In 2010 they conducted seven journalistic field trips for students from seven rural districts. Seven editions of the newspaper were published, including a special edition done with another Tyumen *adaptor* that is also implementing this model.

The project's impact on youth participants, who come from rural areas with few opportunities for recreation and development, has been immense. After two rounds, the original participants have developed into a sustainable and growing team of independent organizers who have widened their scope to include volunteer work as well as journalistic activities through a newly formed group called Zvezdochki or Stars. The district Department of Culture and Youth Policy has recognized the volunteer team as the most reliable contributor to its work with young people. Other adults, mainly parents and teachers have also become very supportive of the project over time. The *adaptors* continue to be in close contact with the *innovators* from St. Petersburg, and had reciprocal in-person visits during the first round.

The group plans to enhance their activities in 2011, and will become more involved in actually implementing community programs.

Mirror for the Region – Lokosovo

Lesovichok, a non-profit organization, is also implementing this journalistic model. One of the project coordinators, a newspaper editor, lives in Tyumen. The second coordinator conducts trainings on journalism and field trips in the village of Lokosovo, 1000 kilometers away from the capital.

Since Lokosovo is a very small village, only 5-10 youth are involved in the project. The young people put out their "newspaper in a day" and contribute material for the monthly regional children's newspaper entitled "Lesovichok."

In 2010, the team conducted four journalistic field trips that resulted in four editions of the newspaper "Lesovichok in Lokosovo." They also contributed to five editions of the regional children's newspaper.

The project team is a group of smart, ambitious, knowledge-seeking young people. They now need opportunities to take the journalism skills acquired through the project to the next level. Involvement in YDCP gave them confidence in themselves, and helped them realize that they can already affect the conditions in their community. After noticing the group's newspaper article about litter in the neighborhood, for example, the village administration finally installed garbage cans so that residents can dispose of waste more easily and keep the streets cleaner.

This group's ambition and activity also prompted the regional children's newspaper to become more serious in format — in place of the old crosswords and pictures, the paper now includes articles written by and for youth. Anna Dubnik, 17, assistant to the project coordinator commented, "I've been involved in this project since the beginning. These two years have gone by so quickly — I've gained a lot of experience and skills. With each edition of the paper everything got easier. We now know what we're doing and have goals for the future of the project. Now I see what I was able to accomplish, and what I still need to work on. Participating in YDCP helped me choose a career. I'm going to be a journalist. Now I know exactly what I want, and I've set goals for myself."

The group plans to select new participants and conduct two to three journalistic field trips a year, resulting in more material for the newspaper. The project isn't very large in scope, but it attracts a large following among young people in the village and gives them a chance to test their abilities, learn about journalism, and draw attention to issues in their community.

Mirror for the Region – Tyumen

This project, implemented by the Youth Republic organization, got off to a very good start and in the first year stuck largely to the *innovator* model. During the first round, about 100 young participants took part in three journalism games that yielded three newspapers. The *adaptor* conducted these games during a summer expedition organized by Youth Republic. This provided the project team with the chance to promote the model among a number of regional youth leaders who were present at the camp.

By the end of round one, the coordinator of the project, Yury Shabelnikov, became a strong proponent of both this particular model and PYD programming in general. Unfortunately, he was too busy with other tasks to complete first round financial reports, and the program did not continue beyond the first round. In spite of this setback, Shabelnikov continues to support the model in his position in the Tyumen Youth Parliament, and teaches the "newspaper-in-a-day" methodology to other interested groups in the region.

Albatross- Uvat

A secondary school in the small village of Uvat implemented this model. The goal of the project is to popularize healthy lifestyles through outdoor activity and extreme sports and create an inclusive atmosphere where at-risk youth participant can develop self-confidence, and skills that they will need for the future. The project team has three members. During the first round, 100 school students were engaged in various aspects of extreme sports. Three of them eventually developed the skills necessary to become sports instructors in a nearby children's camp. The project team also organized sports competitions for people with disabilities.

The *adaptors* changed the original model after one member of the team participated in an ecological expedition organized by the Tyumen *adaptor* of Fresh Wind. This team member developed a project called "Extreme Race" and was able to incorporate it logically into the existing work of Albatross. The village administration supported her idea and the "extreme race" was held, involving almost all the schools in the district in an extreme sports competition.

The implementing organization, like other educational institutions had a great deal of trouble completing the program and finance reports required by YDCP. Their incomplete and missing reports led IREX staff to deny their participation the second round, although they had submitted a successful application. The school, at the request of its young participants, found funding from the local government, and the project has continued. The team members also represent their region in all-Russia sport competitions.

Albatross - Tyumen

A small NGO implemented this project, serving teens in a micro-district of Tyumen. At the start of the project, the adult coordinator took a leading role and organized all aspects. Gradually, however, a team of responsible, involved youth has developed. These young participants independently designed and presented a project at the regional youth projects competition, and were awarded 30,000 rubles in funding. Two members of the project team got summer jobs organizing sport activities in their community, and credit the project for giving them the necessary training and skills. Alina Ramazanova, a teen-aged participant stated, "*Our involvement in YDCP gave me a lot of opportunities. I met interesting people, I developed goals in life, and I developed the desire to be more civically active. I learned a lot that will be very helpful to me in my life!*"

During the first round, over 100 teenagers took part in a variety of extreme sports including parachuting. It takes place in an impoverished district of Tyumen and has been of great benefit to many adolescents with behavioral issues. They are at first attracted by the extreme sports element. Gradually, as they experience a positive, empowering and supportive atmosphere, they begin to develop self-confidence, and an interest in increasing their skill set. Through participation in the program, ten of these troubled youngsters were able to obtain employment as assistant instructors for a sports tourism company in Tyumen. Others were selected to take part in interregional sports events based on their abilities not only in athletics, but also in communication and proactive project management.

The *adaptors* worked closely with the *innovator*, and raised funds to make a trip to its home base in Abaza that involved 30 participants. They plan to continue working together.

In spite of a good start, the coordinator of this fledgling NGO also had problems with financial funding. The regional grants competition cited above refused to transfer the awarded funds because of missing and inconsistent paperwork. IREX refused second round funding for the same reason. Since that time, the group has received help from the RCO, and has found private funders that will guarantee their existence in the near future.

Student Legal Bureau

The Rodnik law clinic implements this model in Tyumen. Its goal is to train law students to provide legal consultations to the public, giving them the opportunity to practice and develop their professional skills while helping others.

Unfortunately the project was implemented without the cooperation of the administrations of legal universities in the community. In spite of two visits by the *innovators*, and the coaching of the RCO, the lawyers coordinating the model were unable to establish a PYD atmosphere, whereby the participating law students played a significant role in the design and implementation of the program. More often than not, the students were used as assistants to the lawyers.

Given the problems outlined above, the project was not funded in round two. Nonetheless, since free legal consultations are badly needed in this remote area of the region, the RCO continues to work with the group, and tries to find them financial backers. The project continues, but not in the spirit of the original model.

I'm Opening a Business

The city youth center of Ishim implemented this project, which at first generated a lot of interest and support from local business. After an effective informational campaign students were chosen for the training in business that is the start of this model. The students were then divided into teams, and the winner, chosen by a competitive process, was able to design and implement its project - a summer movie theatre.

This project, however, hinged on the work of its coordinator, who left the area at the end of round one. The organization was not able to find a replacement, and the project did not continue to the second round.

Cameras in the Hands of Kids

This model encourages tolerance towards children with disabilities by engaging them in photography alongside their non-disabled peers. It dovetailed with the goals of the Stupenki Children's center, a non-profit organization that prepares children with cerebral palsy for inclusive education.

The combined group of children worked well together, quickly forgetting their differences. They were taught the rudiments of photography by a professional who donated his time. With the assistance of the RCO, several photo exhibits were supported by business and government, and the sale of the pictures was used to fund additional project activities.

In spite of its programmatic success, the project was plagued by the inadequacy experienced by several small non-profits that took part in YDCP. Its bookkeeper was not able to complete the financial reports required by an international donor. Throughout the first round, the organization was serviced by a part-time accountant, who visited infrequently, and the quality of reporting was poor, and never on time. This consultant was not available at the time that the second round applications were due, and the organization did not apply.

Although they did not receive IREX funding, Stupenki was able to complete a second round of project activity. The organization arranged fee-based photography groups of non-disabled children, and the profit from this activity allowed the original combined group of children continued to work together. Some of the disabled children served as assistants for the new groups.

As is often the case in small, understaffed non-profits, the project is dependent on the work of one young coordinator. Since this woman is now on maternity leave, the project will not be able to continue in 2011.

Notebook of Friendship – Additional Project

At the original Tyumen *road show*, the Iskra organization was interested in the Notebook of Friendship project. However, at the time of the first seed grant competition they were not legally registered and could not apply. At the beginning of 2010 they were again interested in the project, and contacted the *innovators* directly to receive training and advice on how to implement the project. They traveled to Perm for the all-Russia meeting of Notebook groups and have since received support from their local administration and plan to implement the project.

Volgograd Oblast

Six *adaptors* started YDCP in Volgograd, but the two organizations implementing the Developing a Volunteer Youth Movement model, dropped out after the first round. The four remaining *adaptors* completed both rounds successfully. Volgograd was neither the most, nor least progressive YDCP region, but previously had little experience with international programs such as YDCP.

It is interesting to note that three of the four continuing *adaptors* in Volgograd worked on tolerance building and inclusion of marginalized groups (orphaned, at-risk, and disabled youth). Volgograd has an exceedingly high percentage of disabled individuals due to chemical industrial pollution, so models working to address inclusivity and tolerance are of the utmost importance to the region.

The principles of positive youth development made some headway in Volgograd, but were not as successful as in other regions, such as Karelia. Many of the adaptor organizations in Volgograd were already well established, fairly large NGOs who adjusted the YDCP models to fit their current activities and did not always utilize positive youth development to the fullest extent. That being said, models such as Cameras in the Hands of Kids do require more adult support and an established NGO because of the model's target audience—youth with disabilities.

Each of the *adaptors* in Volgograd was able to accomplish significant achievements. Below are brief descriptions of each *adaptor* and highlights of their projects.

Cameras in the Hands of Kids

This model was one of the most successful in Volgograd and was implemented by two different *adaptors*, both of which took different approaches to project implementation. The model is fitting for Volgograd because of the prevalence of people with disabilities in the region. In commenting on this model in Volgograd, the RCO noted that in both cases it was implemented by organizations that work with disabled children, and that it was sometimes difficult to distinguish between the activities of the organization and YDCP-specific activities, because they were so closely related. However, this did not impact the project's effectiveness. Quite to the contrary, it actually allowed the organizations to expand and improve both their own events and those mandated by YDCP.

The first organization implementing this model was the Volgograd Regional Organization for Children with Disabilities, which called the project Life in Focus. This *adaptor* is an extremely experienced NGO in the region and had previous experience utilizing technology in their programming, which explains why the *adaptor* incorporated computer animation as well as photography into the model.

The 13 young people on the project team age 14-22 worked to bring young people with and without disabilities together to learn how to create computer animation. They also expanded their target audience to orphans, an addition to the original model. During the second round of program activity, the project team organized nine master classes (an increase from the three organized during the first year), each for 20 young people, on computer animation, photography and filmmaking. Through the master classes, the young participants realized that they are all equal and stereotypes about people with disabilities and orphans were broken. The participants' work was then displayed at exhibitions and other city events, allowing the messages of tolerance and inclusivity to reach a broader audience.

The local government was supportive of this model. The Volgograd Oblast Committee for Youth Policy covered the costs for 18 young participants to attend a camp where they improved their computer animation skills and met many other young people. The organization is recognized by the government, which means it is eligible to receive government funding and actively participants in grant competitions.

The other organization implementing this model is the Volgograd Regional Charity Fund Children in Trouble, with a project team consisting of five young people between the ages of 14 and 22. In addition to promoting inclusivity through photography and video classes, this *adaptor* also promoted environmentalism by having the participants focus on taking nature pictures. The environment is something that anyone with or without disabilities can appreciate and the young people began to focus more on nature and the environment rather than their differences. After the photography master classes, the participants went on excursions to parks to photograph the natural beauty in their region. The

nature excursions, at times, were challenging because not all of the places the group planned to go were handicapped accessible. The project team and participants' parents worked together to help the young people with disabilities have access to the areas. During the photography and video classes and on the excursions, the participants also learned basic facts about flora and fauna, helping to foster environmental awareness. After the excursions, the participants held exhibitions showcasing their work to attract additional partners and donors.

The project team was able to organize 18 classes, eight more than during their first year, each for between 10-20 young people. Participants also went on four excursions, after which they held four exhibitions. The exhibition locations show the variety of community support the *adaptor* was able to receive; one exhibition was at a bank, one at a restaurant, one at a local shopping center and one at a library. The *adaptor* organized their exhibitions to coincide with significant days, such as World Water Day and Earth Day. Holding the exhibitions on significant, international environmental days, not only raised awareness about environmental issues, but allowed for the promotion of tolerance and inclusivity at the same time.

This *adaptor* was extremely successful at attracting support from the local community. They developed relationships with educational and business institutions to host exhibits of photos made by teams of disabled and able-bodied youth and got a bank to donate cameras for the project. The bank then sponsored an exhibition/contest that did a great deal to raise community awareness about the issue. Participation in this and other aspects of the project has significantly reduced the feelings of exclusion of many of the participants, most of who live in remote and isolated dormitories for the disabled. One of them, 20 year-old Alexander Maxnev, had never felt connected to the life of his city. After participation in the photo exhibit, he was able to get a job as a photographer for a local newspaper.

With both of these *adaptors*, aspects of PYD, such as allowing young people to play a lead role and make key decisions, were missing since they were not feasible for the target audience and participants. Because the main beneficiaries of the project were children with disabilities, parents and adults played a larger role than in other models. However, Maria G a member of the Life in Focus project team noted, *"My experience from participating in the project has allowed me to share my knowledge with other youth people and I like teaching others how to do computer animation. It is fun to share my knowledge."*

Both *adaptors* of Cameras in the Hands of Kids plan to continue with project activities. Since both of the *adaptors* are large NGOs and YDCP activity often overlapped with their other activities, it will be easy for them to do so. The Volgograd Regional Organization for Children with Disabilities plans to expand the project to other categories of young people to promote inclusivity among more groups, including expanding to more orphanages in the region. The organization has received money from the Volgograd Committee for Youth Affairs for transportation costs as well as for office supplies and the organization itself is able to cover other project costs.

The Volgograd Regional Charity Fund Children in Trouble also plans to continue to use the model to promote both inclusivity and environmental awareness. The organization has been extremely successful in the past securing funding from businesses and has also participated in many grant competitions.

Rainbow Bridge

In Volgograd, the model Rainbow Bridge was implemented by the Volgograd Girl Scouts under the name of Together We Can Do More. The *innovators* created the project in order to promote tolerance and respect for people from different backgrounds. The Volgograd *adaptors* also used this model to promote tolerance, but not among ethnic groups. After doing a needs assessment, the project group, consisting of eight girls between the ages of 14 and 22, felt that one of the most serious youth issues in their area was the integration of disabled children and orphans into the general youth population. The Rainbow Bridge *innovators* provided a lot of very useful advice on how to adapt the original model to the new purpose.

The project team worked on two scales—smaller tolerance lessons at orphanages and larger city wide events to attract the general public's attention. Almost 100 young people attended each of the nine tolerance lessons and hundreds of Volgograd citizens were reached during the larger events and campaigns aimed at promoting tolerance and inclusivity. The scouts were able to form partnerships with orphanages and rehabilitation centers in the region, thus helping them

reach a larger audience for the tolerance lessons. Operating at these levels allowed the project to reach more people and promote inclusivity amongst a wider range of the population.

One of their main events of the first round was the culminating tolerance festival that took place in Volgograd on May 31, 2009. It was attended by over 200 children and their families. Fifty young scout volunteers were responsible for the implementation of the event. They received a great deal of help from the *innovators*, who helped them work out the schedule, and coached them on conducting tolerance training. The *innovators* spoke at the festival, and also conducted a special event for children with disabilities. It was a great collaborative effort, as both groups learned much about the others' regions, and the ways in which tolerance issues can apply to groups of all kinds. The success of this event, laid the groundwork for future larger-scale events. During the second round, the *adaptor* held four large-scale events, of which three attracted approximately 300 people.

The collaboration between the *innovator* and *adaptor* continued during the second round of project activity. In May 2010, participants from Volgograd attended the *innovator's* tolerance festival in Yoshkar-Ola. The *adaptor* was very impressed by the manner in which the *innovator* was able to make diverse groups of youth feel like part of one unit, and worked to achieve this effect in all of its activities.

According to the *RCO*, in Volgograd the scouts were able to most successfully utilize PYD in their program activities. This success is in part due to the fact that PYD was already playing a part in the methodology of the scout's organization. The youth involved in the project were able to take on lead roles organizing the events. Thanks to the project, the participants are now more motivated to continue to organize larger and more professional events.

The Volgograd Girl Scouts plan to combine Rainbow Bridge with the project entitled "The Happy Bus," which will include tolerance lessons and larger events. The format of events will be slightly adjusted to reach a broader audience.

Mirror for the Region

This model was implemented by RIA 21 Century in Volgograd. As with the other *adaptors* in Volgograd, RIA 21 Century also adjusted the *innovator's* original project. Instead of putting together the entire newspaper in just a single day, the *adaptor* extended the time period to two weeks to give the young participants more time to work on their stories. They also incorporated journalism master classes into the model.

The project team consisted of three members between the ages of 14 and 22, but for the journalism exercises, they were able to attract between 10 and 15 young people. During the two rounds of activity, the *adaptor* held six journalism "exercises" focusing on topics such as WWII veterans, local arts and crafts, environmental issues, orphans and architecture. During the exercises, the participants talked with experts in the given field, learned more about their community and shared that knowledge with others by writing about it. The exercises also benefitted other members of the community. For example, when writing about orphans, the group visited an orphanage and the young participants decided to bring toys, fruit and books for the children there. After all the articles were written, the participants then put them together in a newspaper that was distributed throughout their schools. At the end of the school year, the *adaptor* held an event to celebrate the success of the project and awarded all of the participants, which is in line with positive youth development by making everyone feel like a valuable part of the group.

The project has had a positive impact on its participants. It has improved the young peoples' confidence, their knowledge about their community and strengthened their research and writing skills. Additionally, two members of the project team have decided on a career in journalism thanks to their work with the *adaptor*. The project coordinator has been accepted to study journalism at St. Petersburg State University.

Unfortunately, this project will not operate in 2011. The adapting organization has totally changed its focus of activities, and student journalism is no longer an interest. The project team was left without both a supporting organization and a strong student leader, and was unable to continue its work.

Developing a Youth Volunteer Movement

Two *adaptors* implemented this model, but both dropped out after the first round. The goal of the model is to promote volunteerism among youth and give young people the necessary skills to create and implement community service

projects. The loss of these *adaptors* is not unique to Volgograd as every *adaptor* implementing this model dropped out after the first year. In both cases the projects were based at institutions of higher learning. Like other universities participating as host organizations in YDCP, their highly centralized, and large accounting department was unable to handle the specific, project-oriented financial reporting that is required by donors. The burden of this reporting was cited by both *adaptors* when explaining the reasons for their inability to continue to round two.

The first *adaptor* of this model in Volgograd was Volgograd State Pedagogical University, which implemented the model under the name Hurry to do Good. The project team, which consisted of seven people between the ages of 14 and 22, spent the majority of their first three months doing preparatory work and training its team in teambuilding and volunteer program management as well as conducting an informational campaign in the community about their project. The 11 community service events organized by the project team were aimed at helping elderly citizens and at-risk youth. In addition to difficulties with the reporting requirements, the *adaptor* also dropped out because of its inability to secure the outside funding required by IREX in order to apply for round two.

Although the *adaptor* was not able to participant in YDCP during the second round, the young people still gained valuable experience, including working with other NGOs and donors, and organizing community service events. The participants will use these skills in their future activities and plan to look for other donors to be able to continue the project. They noted that idea of volunteerism nicely complemented the university's curriculum.

The other *adaptor* implementing this model was Middle School No.1 in Gorodishche. As part of the project, the young participants gave presentations at schools in their community to raise awareness about volunteerism and attract volunteers to the project. They developed their team and trained them in teambuilding, volunteer program management, and project planning, and also conducted three trainings in "Social Journalism" for local high school students. While the other *adaptor* chose to focus on working with elderly citizens and at-risk youth, the project team at the middle school focused on WWII and healthy lifestyles. The majority of the *adaptor's* events were at a local cemetery, where the young participants cleaned the gravesites and collected flowers to lay at the graves. The youth also met with veterans to learn more about WWII.

The *adaptor* is continuing the elements of the project that do not require much funding. Thanks to their experience with this model, the school students have organized a volunteer brigade through which they assist the needy in their neighborhood. The coordinator of this brigade, one of the school teachers, regularly shares the knowledge she has gained at conferences and events devoted to volunteerism. Thanks to YDCP, youth in the region are motivated to take a part in the life of their community.

While the two *adaptors* were part of YDCP, they were able to work together. A very interesting synergy developed between school children in the village of Gorodishche and university students at Volgograd State University. In addition to shared information, press contacts, and activity plans, the older students served as excellent role models for their younger counterparts, inspiring them with a sense of hope and belief in civic activity. This type of peer-to-peer learning, with more experienced youth tutoring their younger counterparts is a cornerstone of PYD.

Tambov Oblast

This region is conservative in nature, and very few donor programs were ever implemented in the region. The government is not open to public scrutiny, and is very suspicious about the introduction of new models, particularly when the money is of foreign origin. A system of youth policy or youth initiatives support does not exist in the region. When the YDCP program started, the attitude of many local authorities was absolutely negative towards American donors in general and the program in particular. Due to this challenging environment in the region, the models selected for replication in the region addressed the issues of youth employment, professional development and cultural heritage that resonated with both youth and the government. The approach worked perfectly for the region. The results gained by the *adaptor* groups were convincing, and by the end of the second round, local officials were praising the YDCP program at all events, and local institutions were eager to take over program models from the *adaptors*.

The Tambov RCO is a well-known and highly respected organization in the region. It is a branch of the Russian Union of Youth. The RCO is interested in expanding, bringing new ideas and projects to the region. Prior to the program, the RCO staff had limited knowledge about implementing programs that are funded by foreign donors. However, they were eager to learn and succeeded in many ways. The RCO was helpful when local *adaptors* faced challenging issues in project implementation, and helped them to establish contact with authorities, non-commercial organizations, media

and businesses. The RCO also supported youth teams organizing a series of training events about social project development, working with media and generating creative project ideas.

Student Legal Bureau

This project implemented by the local technical university became very popular in the region. Law students comprised the core of the youth team. They provided consultations to senior citizens and other vulnerable groups in housing and utilities issues, family, labor and land use codes, entrepreneurs' and consumers' rights, and also helped the lower-income population to resolve legal disputes. The project team was supported by the host university and the city administration; both provided free space for the consultations in various city neighborhoods and widely disseminated information about the new service in the city. The team was also allowed to publicize their services on utility bills. This approach significantly expanded the audience of project beneficiaries. Local media also frequently published materials about the students' services.

The project gained recognition among fellow students. It became prestigious to belong to the group as it allowed the students to develop professional skills useful for future employment, and to get real job experience they could present to future employers. The *adaptor* developed a real partnership between youth and adults. A series of expert sessions with law practitioners helped the students to learn about nuances of practical applying Russian laws in various legislation areas. In addition to professional skills, the project helped the students to develop public speaking and other communication skills. Experienced project activists trained new recruits in client service and conflict resolution. The number of students volunteering for the project doubled over two years exceeding 40 people. During the second round, the team also expanded the reach of their model adding four new consulting offices to the three offices launched in the first round.

The responsibility that the students took for their consultations won them recognition among the local population. Nina Afankova, a citizen of Tambov, noted, *"The consultants are very competent, the service is superb! It's great that anyone can access legal consultations now."* The students provided over 1000 consultations to the local population free of charge. The local lawyers' network was pleased with the new service as the students mostly worked with low income people who could not afford legal fees. More than that, a local law firm Pronin and Partners tested the students and included eight of them in their database of potential employees.

The Student Legal Bureau in Tambov was in close contact with the *innovator* from Nizhny Novgorod from the project's start. They consulted the *innovator* on different issues and shared their successes and achievements. In addition to one-on-one consultations, the Tambov team partnered with a local newspaper that started a weekly column "Ask a Lawyer." During two project rounds, the students collaborated with local self-governance bodies explaining the housing law provisions at neighborhood meetings. The students also provided legal support to the population during the election period.

Anton Dolgov, a 19 year old student at Tambov Technical University and a project coordinator, said that *"Many students felt they became real specialists. The number of legal appeals and law suits filed to authorities speak for themselves. The academic education does not allow for practical application of the theory. Participation in the community life opens new opportunities for the students. After the project, the students were not afraid to work with clients, and could identify further areas for professional development. The city administration awarded project participants with letters of recognition that help the students to demonstrate their practical experience to potential employer."*

The *adaptor* has very firm plans to continue, and even expand its activities in 2011.

Innovative Partnership Model between Colleges and Employees - Kotovsk

This project, based at the Kotovsk Industrial College, is another illustration of how students can help their peers to become successful professionals and meet the requirements of the changing modern labor market. The RCO considered it the most successful model in the region since it met both the requirements of local policy and youth needs. The participants of the project were second and third year students (18-20 years old). Many college students are from low income families or belong to at risk groups. Kotovsk is a small industrial town where there is a high

demand for technical workers. During the first round, the project team built strong partnerships with several businesses, the city administration and the city employment center. In the second round, the team maintained existing relationships while engaging other local factories in project activities. To date, the college has established close contact with about 10 local employers. The project team maintained contact with the *innovator* during both rounds. Representatives of Saratov Socio-Economic University came to the college to train project volunteers and consult the team about project implementation issues.

The project team organized job fairs for students, inviting prospective employers to the event, such as the Tambov Gun Powder Factory, Kotovsky Paint Factory, and several other businesses and enterprises, as well as representatives of local employment agencies and local government. During the events, some of the students were able to secure internships with the organizations that attended the fair. The adults assisted youth in organizing one-day excursions to various companies and bringing professionals, including college alumni, to classes to discuss future jobs or to share professional skills. In the summer, the students volunteered their time cleaning the area around the college, repairing the college building and organizing events for little kids in the community. The project helped the students to develop other skills and competencies that they could not get through formal education – writing a resume, preparing for a job interview, working on a team, public speaking, etc. The students started exploring real business cases in their academic papers and then presented their solutions in public to company representatives and college officials.

All these innovations gained excellent results. The project identified strong demand for other professions in the local market, and the college opened three new specialties responding to the demand. During 2009 academic year, the Gun Powder Factory offered employment to four students, and the Paint Factory – to fifteen. The factories offered to cover the costs for some students to continue their technical education in Kazan and Moscow. In 2010, 38 students received job offers after publically presenting their academic papers to company representatives. Most important, all 150 college graduates succeeded in finding a job in 2010.

The youth team developed strong competencies during round one, and was strong enough to train new project volunteers during round two with little assistance from adult coordinators. One of project activists, Anna Lazutkina, was so enthused by the project activities that she decided to continue her education and plans to study social work.

The project has developed strong relationships with both local government and employers, and will most certainly continue to expand in 2011.

Innovative Partnership Model between Colleges and Employees – Stroiteley

The Tambov Institute of Secondary Professional Education in the village Stroiteley also actively used positive youth development approaches in implementing their activities. The youth team initiated visits to other colleges in order to explore their career development activities for students. As Natalya Yerokhina, a college sociologist and the project coordinator, shared, *“My colleagues in other colleges were surprised to learn that students cared about their future employment.”* Yerokhina helped the project team to develop a questionnaire for potential employers; the students conducted the survey and processed the results. The survey demonstrated that employers assessed the students higher than the students themselves did. To address this issue, the college introduced classes with a psychologist that included resume writing, phone negotiations, business image and self-presentation. Another group of students learned from future employers that the college training equipment was outdated. Responding to this issue, the college started certifying the students in using the modern machinery.

During the two rounds, the college successfully maintained existing relationships with potential employers and established new contacts with other local companies. The youth team organized career days inviting local companies. They shifted the model to introduce extensive work with local schools, raising awareness about the college in the community and organizing “Our College on the Community Map” events. At these open door events, students promoted the professional and personal development opportunities that the college had to offer. The project activities made the students take important steps to develop the necessary skills for their future professions. Maria, a second-year student, organized a competition for fellow students in their future profession. Dmitry, also a second-year student, is an orphan. During the summer, he had an internship at the college cafeteria. He noted, *“Companies are seeking experienced employees. At the cafeteria, I can learn the full production cycle, logistics, and human resources issues.”* Like its counterpart in Kotovsk, the project team helped many fellow students receive job offers and secure employment and plans to expand in 2011.

Object of Attention

This project was implemented by the Railway College in Michurinsk, and aims to conduct a series of events that allow young people to discuss issues that are important to them. The youth team maintained close contact with the *innovator* who visited the *adaptor* several times, helping them to train new volunteers and set up project activities. The project team was successful in engaging local youth in on-going dialogs on the issues of compulsory army service, standardized exams, youth subcultures, drug abuse and HIV/AIDS. To make the dialogs on-going, the youth conducted a survey among their peers to monitor their opinions on the issues, organized a competition of social advertising and brought together youth and adults to discuss these issues at talk shows. The project became popular in the college and in the town. The number of talk show attendees grew from about 50 during the first round to over 80 during the second, which was the maximum number that the college premises could accommodate. During surveys, the team polled the opinion of over 1100 young people.

The *adaptor* actively used electronic media and social networks to engage local youth in project activities. They created a page on vKontakte, recruiting project volunteers, and inviting schoolchildren and other youth to create social advertisements and participate in the competition. The best social advertising works were exhibited on the vKontakte page. The local TV station attended all talk-shows organized by the team.

The project activists learned important skills in project planning and implementation, and became real leaders for other youth. Students at three local schools, a technical college and children from an orphanage located in a remote area were active participants in project events. The youth team also established contacts with the Youth Affairs Committee. It helped the team to recruit many experts to serve as speakers, consultants, and advisors. The town administration supported the youth initiatives. At a round table organized by the youth team, the Deputy Mayor Mr. Matushkin, stated, "Our task is to help the youth to solve critical issues. Then the number of positive youth will grow."

The project became so popular in town and gained so much recognition for the college that the administration of other educational institutions started planning a takeover. In 2010, managers of the Agrarian University went to the Mayor's Office with a request to transfer the project and its funds to their institution. Fortunately, the administration could not authorize the transition. The RCO encouraged the two teams to partner for the project, and students of the Agrarian University became active participants of all project events.

The young project leaders plan to capitalize on this popularity during 2011.

Handmade Folk Costumes – Kirsanov

The goal of the model is to popularize folk costumes and involve children in the process of preserving traditional folk culture and folk arts of different regions of Russia. The project team in Kirsanov included students of the Agrarian-Industrial College. Their future profession - clothes designers and seamstresses - was in line with the project theme. The adults guided the students in exploring the history of their region, reconstructing the costumes, accessories and details of everyday life of their ancestors. The young people went out to the community and their relatives searching for items created a long time ago. It helped to bridge the gap between the generations, and also engaged older citizens in the project activities. A retired woman, Alexandra Maksimenko, consulted the team when they were making an exhibition for a festival. A grandmother of Galina Parshikova, a project activist, gave the team the towels with unique traditional embroidery.

During two project rounds, the team organized several presentations for parents of college students, residents of the local community and broader audiences at regional and international festivals. The project established partnerships with local museums, libraries and media. The *adaptors* signed a partnership agreement with Kirsanov Regional Studies Museum in order to organize an excursion for project volunteers to learn more about Russia and its traditions. The project coordinators went to the Saint Petersburg Ethnographic Museum. They saw traditional clothing from Tambov kept in the museum reserves and not accessible to general public, described them in great detail and then worked with the project volunteers to reconstruct the items.

The project became so visible, that they started getting invitations to events in other regions. Project activists traveled to Voronezh, Kursk, participated in many concerts, festivals, exhibitions and open air events. They presented traditional craft techniques and the works created by young people, exhibited the costumes, towels and other historic items, and performed traditional rituals, including a wedding ceremony that was the most popular among spectators. The regional studies allowed the young people to learn more about the local history. One of project participants, Maxim Darmagray, spoke about the history of his native village at the International Festival of Youth Creative Works held in Samara region, and presented the results of his research about the importance of historical heritage for societal development at the Tambov Regional Studies Conference. At the International Festival of youth Creative Works in Samara, the college folklore group received an award for preserving historic heritage.

This project has made a name for itself in the area, and has gotten several orders for costumes. The group leaders are confident about continuing their activity in 2011.

Handmade Folk Costume – Kotovsk

The other *adaptor* of this model based at the Kotovsk Museum also designed an interactive performance about local traditions and culture. Young project volunteers organized a number of presentations and classes about traditional crafts for over 500 schoolchildren during the two project rounds. Each presentation was prepared and delivered by students with assistance of adult coordinators. Often, their audience included vulnerable groups of children – disabled, at-risk, and children from low income families. One event was broadcast on local television. After that, other schools also wanted to be involved in the project. As a result, the number of presentations during the second round tripled the planned number. The project team performed at local schools, a boarding school for the disabled and at the rehabilitation center for children and youth. They also organized a day camp for 23 at-risk teenagers, engaging them in both the history of folk costumes in the region, and in actual crafts.

The *adaptor* modified the original model to engage disabled children, which helped the young volunteers develop their tolerance skills and made them more understanding of other people. According to Svetlana Zimina, the project coordinator, “*Young people developed self-esteem and were confident that they could implement their own initiatives that were interesting and needed. They could help at-risk youth to integrate in the society and play more important roles in the community life.*” The children with disabilities, crafting traditional decorations together with their peers, learned new skills and established personal contacts with other children breaking isolation from the society.

The project team also studied regional history. They planned to organize one excursion for project volunteers, but instead, they organized eight. The results of these studies were presented at a historic performance that was attended by many local residents. To summarize the project results, the project team published a brochure that guided a reader through the history of the region, traditional rituals and crafts. The brochure was widely disseminated in the region among museums, schools, colleges and other institutions working with youth.

The project has gained the support of the museum upon which it is based, and plans to expand its activities in 2011.

I'm Opening a Business

The model was selected for implementation by students of the Tambov Civil Service Academy. Business was not the focus of their professional education, which created limits for the model's implementation, particularly in establishing contacts with actual businesses. However, the students' commitment to achieve success helped them in their progress to the goal of this very complex model.

During the first project round, the project team received 240 applications from Tambov students to attend classes in management and economics. Fifty selected students completed the courses and developed business plans. In spite of partnership relationships established with three local companies, the business ideas that students developed for the project competition were virtual and not related to real business interests. Partner companies – Rosbank, Tambovmash and Tambovapparatus - offered internships for the winning teams. During the second project round, the RCO assisted the project team in engaging more businesses into project activities. They helped project coordinators to establish contacts with the Tambov Chamber of Trade and Commerce and the SME Support Fund. The project coordinators also went to Karelia to learn from the experience of the Petrozavodsk *adaptors* of the model. As a result, a number of business representatives agreed to mentor the students in their development work during the second round. Thirty finalists were

selected in the second round, based on real needs of local businesses, including the creation of an online ordering system for the retailer Magnet, the establishment of a consulting company, and renovation of an agricultural technology park for the agricultural company Oktyabrskaya.

The adult project coordinator, Irina Borzykh, actively utilized positive youth development principles. The theory resonated with her ideas of empowering the students to solve their own issues. The youth participants acquired basic knowledge in management and economics and learned how to work on a team, establish new contacts, negotiate resources, develop creative and practical ideas, and present them in public. Irina included the project experience in the doctoral thesis which she presented to her academic colleagues. Irina shared that the academics and practitioners could hardly believe that her experience was real. However, the anecdotal evidence was compelling. Roman Stupnikov a second round winner was invited for an internship with the retailer Magnet. He visited several stores examining the logistics, merchandizing strategy and other internal processes of the company. Yulia Surova was greatly appreciative of the opportunity to work with the financial information of the Agrarian Company Oktyabrskaya. She compared it against the results of competitors and past year numbers, and suggested projections for the company's development. Another student participant, Marina Trusheva summarized her experience, and said that *"The project helped me to discover my inner self. I learned a lot about the business world, and learned a lot from my peers. The project changed my thinking, developed my communication skills and helped me to become more confident in the future."*

At the present time, the *adaptors* do not plan on continuing their activity in 2011, since the coordinator will be on maternity leave. The RCO, however, is trying to find a new host organization where the project can be implemented again.

Youth Bank

This model allows young people to fund small projects of their peers with the support of community stakeholders. In Tambov, this model was hosted by the non-commercial organization Youth Initiative Resource, a quazi-NGO of the city administration that had a dual effect on the project. On the one hand, the support from the administration helped the *adaptor* to widely publicize project activities through radio and the Internet, as well as with posters, flyers and leaflets disseminated in public places. The information was faxed and e-mailed to universities and technical colleges. The *adaptor* could also expand the grant pool of the project by accessing the budget money to support youth mini-projects.

In 2010, the regional administration added over 90000 rubles to the grant pool. The Youth Bank activities were featured on the online Tambov forum (Tambov.info.ru) and discussed on the Youth Bank vKontakte site. The project team engaged the expertise of several local youth specialists as well as the Vice President of the Tambov Regional Chamber of Commerce. They also closely collaborated with the Department of Youth Affairs of Tambov region, and the Union of Young Journalists and the Union of Young Lawyers.

On the other hand, the team did not try hard to engage other stakeholders, such as businesses, in supporting youth initiatives. Also, the project experienced several reshuffles of project coordinators, as the administration was taking over successful specialists, and the project was often at serious risk of closing down. These limitations made the team postpone the competition deadline several times. The inconsistency in the project implementation resulted in the small number of applications received for the competition rounds and the limited number of issues addressed by youth mini-projects. During the first project round, all youth initiatives were concerned with various aspects of the World War II — cleaning memorials, helping veterans, and creating informational materials. The second round projects were more diverse in nature and included promotion of healthy life styles, cleaning and improving sports- and playgrounds, planting trees and greening neighborhoods after the hot summer of 2010. The applicants were volunteer groups of schoolchildren and university students that helped orphanages, hospitals and schools with younger kids. The latest project coordinator, Svetlana Gradun started as a volunteer of the project, and then, when she was a third year university student, was offered a job at the Youth Initiative Resource and became the project leader.

The bank will continue with the same activities in 2011.

Good Giving

The goal of the project is to thank all the benefactors for their support in the past year, thereby encouraging the tradition of philanthropy that flourished in pre-Soviet Russia. The Tambov Public Relations Department of the Regional

Administration was highly interested in raising the visibility of both volunteering and donations. However, the administration could not be an *adaptor* in YDCP. The project originators asked the non-commercial organization Bravo to host the model. According to the RCO, the Bravo was not interested in the project and created barriers for timely reporting. On the other hand, the administration provided full support to the team. In 2009, the team organized "Thank You" campaigns, engaging commercial companies and non-profit organizations in the event. The youth participating in the project learned to organize large-scale events, and to solicit support from businesses and authorities. The group developed a brochure entitled "The Art of Saying Thank You," and they started establishing a public charity council. The project was frequently highlighted in mass media. The local TV station made six reports about project activities in 2009. For the second round, the project team planned to organize charity classes at schools explaining the notion of volunteerism and sponsorship, to create "thank you" cards with children, and conduct at least four themed campaigns to thank benefactors. However, the failure to submit first round reports prevented the group from receiving IREX support for its activities. Nonetheless, the model continues in the region with modifications as it is implemented by the regional administration.

Activities in Support of Objective 2

Introduction

Objective 2 of the YDCP program is concerned with the sustainability of the replicated projects. It aims to secure the support of stakeholders from the business, government and NGO sectors in order to ensure that the YDCP projects are institutionalized in their communities.

Even before the launch of the youth-driven model, IREX focused on the need to achieve local and regional government support of the program. This was especially important in conservative regions like Tambov and Stavropol that harbor greater suspicions concerning the activities of foreign donors. All of the YDCP models are based on PYD and are aimed at providing youth with the skills and self-confidence that they need to become successful adults and engaged citizens. Some of the project themes, however, are more political in nature, and might at first be threatening to a government representative with a less than positive view towards US funding. Therefore, IREX ensured that the governments in each region be included in the committees that chose the 12 *innovator* projects for that would be presented at the *road shows*. This gave each region the chance to pick models that fit its priorities, and with which it felt comfortable. Most of the models chosen by Tambov, for instance, centered on youth employment and the preservation of Russian historical and cultural traditions. Stavropol, suffering from ethnic strife, concentrated on models promoting tolerance, while Volgograd, with its high incidence of chemical pollution, displayed an interest in models that support the disabled.

Once the program had launched, IREX worked to maintain local buy-in from key partners. VIPS from government, business and media were invited to all the *road shows*, and they later served on the selection committees that chose the organizations that were to be awarded seed grants for implementation. Throughout the program cycle, these VIPS were invited to program events, as well as one-on-one meetings with individual *adaptors*. At site visits and during regular scheduled phone calls and email correspondence, IREX and the RCOs coached the *adaptors* on government/business relations, and various aspects of PR.

In round one of project activity (year two of YDCP), IREX provided training and support to the *adaptors* on fundraising, PR and overall project management. By increasing the *adaptors'* capacity, IREX also increased their chances for succeeding after YDCP. The Fundraising Academy, instituted in each target region, was the highlight of the year two training events. It was designed by IREX to include sessions on the most effective methods of attaining sustainability, including resource allocation, fundraising, PR and other relevant topics. IREX worked intensively with local trainers to create a unified, comprehensive training agenda that combined the theoretical with the locally practical. Each academy consisted of a roundtable that brought together key stakeholders and the *adaptors*. The training that followed combined theoretical lectures, group exercises, and practical information on funding opportunities currently available in the given region. The Fundraising Academies were unique in that they were not just cookie cutter trainings on popular topics. During each session the trainers provided concrete advice about where the *adaptors* could find support in their communities. Thanks to the academies, every *adaptor* was able to develop its own concrete action plan and fundraising strategy.

If in the second year of the program, IREX arranged uniform trainings for all *adaptors*; in year three each *RCO* was assigned budget funds in order to organize events that were tailored to the needs of the particular region. The Chelyabinsk *adaptor* groups for example, complained of a problem in maintaining the level of volunteers that were necessary to run their projects. The *RCO*, therefore, arranged a special workshop on volunteer management, as well as a training session on problem solving in project management. The Tambov *RCO* felt that it was important to publicize PYD and the YDCP program, and therefore created a special event on media coverage of social projects. In Irkutsk, an emphasis was placed on training *adaptors* to work with government officials.

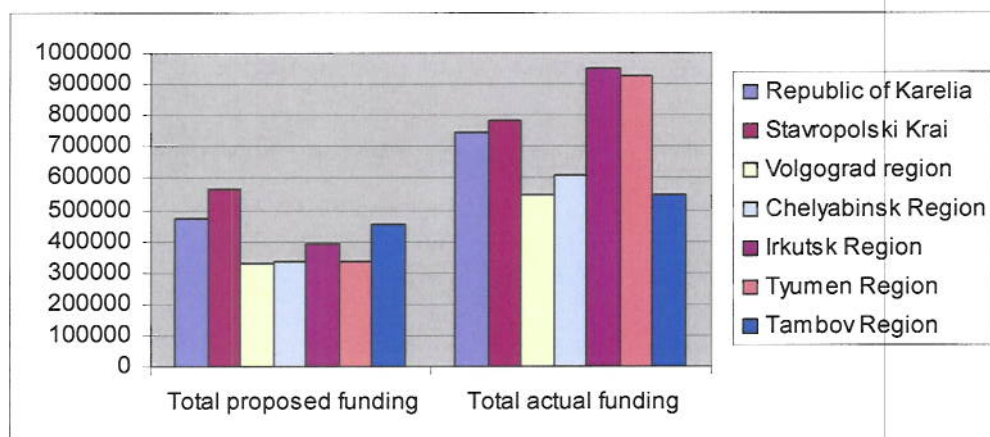
The training and coaching outlined above were focused on increasing the ability of each adaptor to be able to sustain itself without the support of IREX. The YDCP program design supported this goal. IREX funded the first round of project activity, but in order to receive support in round two, a project team had to show that it had secured at least half of the amount of requested funding from other sources, such as government, businesses, and individuals. IREX staff tracked and monitored the support received. An analysis of the funds raised during the second round follows below.

Round Two Support: Analysis by Region

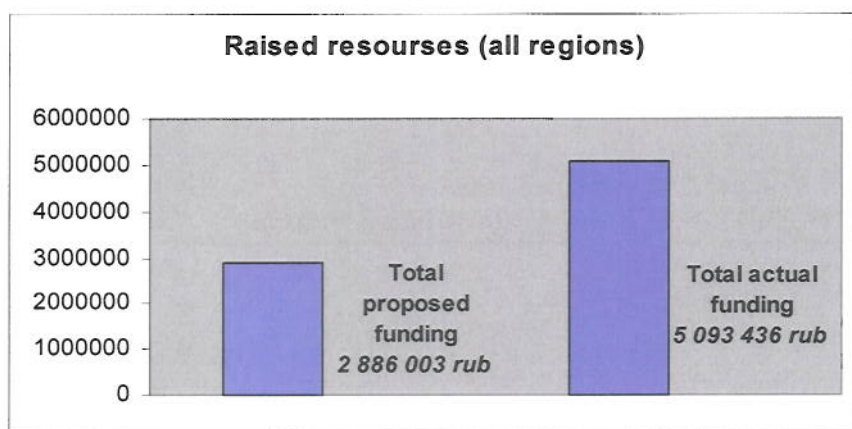
As can be seen from the chart below, the support garnered during Round 2 far exceeded the original amount forecast by the *adaptor* groups.

Region	The Resources Promised by <i>Adaptors</i> , RUB	Actual Funding, RUB
Republic of Karelia	474,344	744,700
Stavropol Kray	565,970	779,798
Volgograd Region	327,773	543,990
Chelyabinsk Region	335,000	607,105
Irkutsk Region	392,300	948,910
Tyumen Region	336,900	922,944
Tambov Region	453,716	545,989
TOTAL	2,886,003	5,093,436

The same data can also be found in diagram form below:

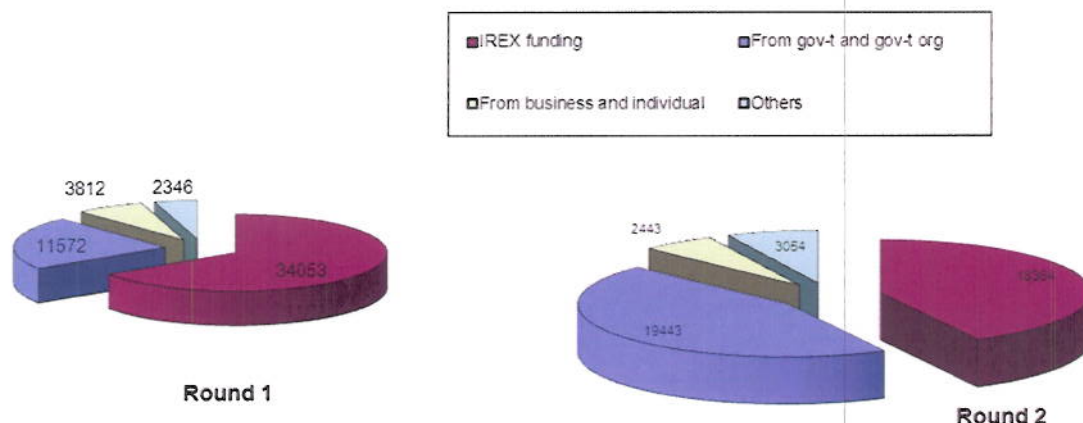


As is shown by the statistics, each region was able to solicit over the required amount of support for round two, and some raised a great deal more. As a result, the total amount raised in the seven target regions was much more than expected by IREX, as can be seen in the diagram below.



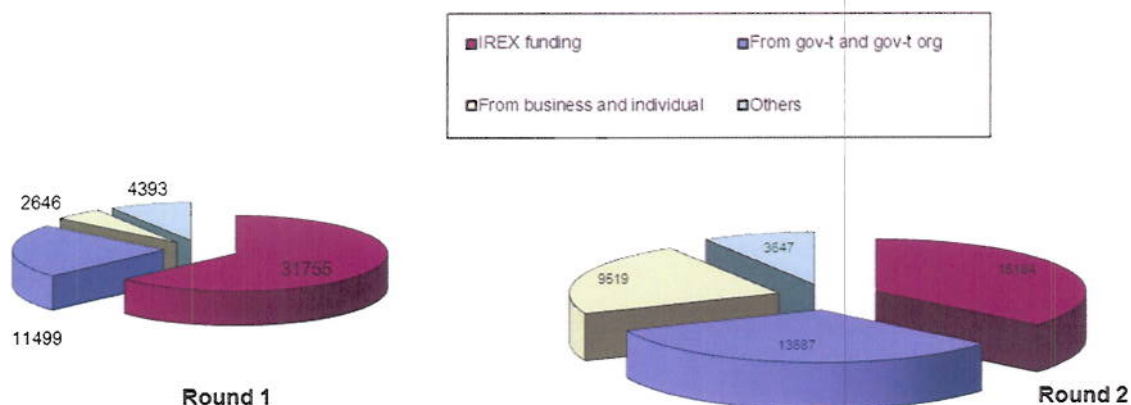
As is evident from the above chart, the total amount of funding raised by all *adaptors* during round two was nearly double the amount that they anticipated. The charts that follow will illustrate the support garnered in the individual regions. In each case the funding sources from the first round will be compared to those of the second. All figures are in USD.

Republic of Karelia



In Karelia, most of the additional support secured in round two came from the local government. This is no surprise. This region, bordering on Finland, has been the recipient of a great deal of foreign funding, and the government is known for its progressive youth policies. Over the past ten years, the Karelia RCO director, Dennis Rogatkin, has been a major actor on the youth scene, and is an expert in promoting and lobbying for his youth programming agenda through the various levels of local government. Using these channels, he has been able to get a great deal of support for his *adaptors*. The Children's Legal Chamber, for instance, was able to secure office space and a coordinator's salary from the Office of the Ombudsman on Children's Rights, while the Youth Bank received the bulk of its grant pool funding from the Department of Youth Affairs. The Object of Attention project is based at the city youth center. The chart also shows a small increase in the "other" category. This is due to the fact that Youth Voice, a student group engaged in opinion monitoring, has been able to collect fees for some of its services to government institutions. The group hopes to use such fees to fund some of its activities in 2011.

Stavropol Kray



At first glance it would seem that the money from government has also increased greatly in Stavropol. In this case, however, it should be noted that funding was received not from outside government bodies like the Department of Youth Affairs but primarily from the actual host organizations at which they *adaptors* are based. Since these were large "budget" organizations, the funds they contributed were added to the "government" category.

The fact that a great deal of the support in Stavropol came from the host organizations themselves is also not a surprise. The kray, bordering on the war torn North Caucasus, is very conservative, and local government tends to be extremely suspicious of foreign donors, even when the projects being implemented were in line with regional priorities. Given this fact, it was more difficult for the *adaptors* to secure offers of assistance from government bodies.

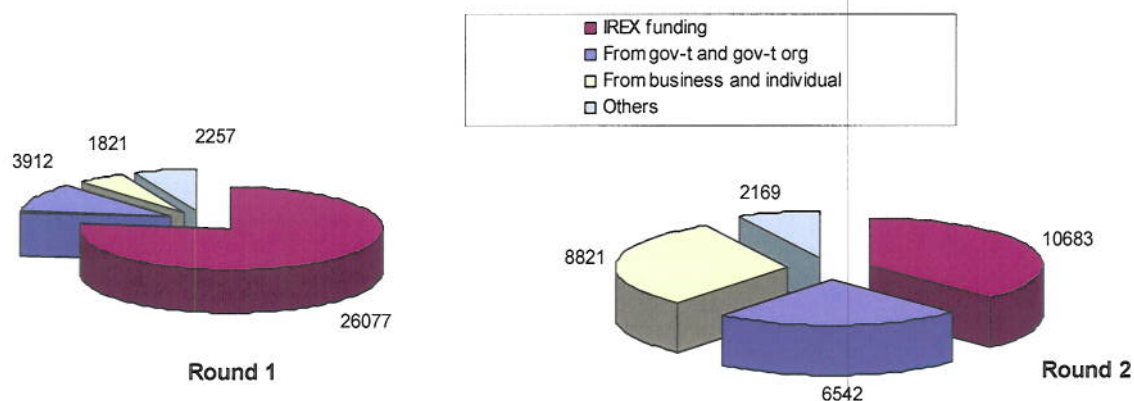
Individual implementers, however, soon realized the value of the models. The project Rainbow Bridge is a case in point. Its host, the Stavropol Regional Youth Library, had been tasked with increasing the cross-cultural understanding of local youth. After several successful Rainbow Bridge events the administration realized that the model's goals were in line with its own priorities, and actually expanded its activities to several other library branches.

The same phenomenon was observed at the Stavropol Pedagogical University, which hosts Object of Attention. Although difficulties were at first encountered, a strong coordinator was eventually able to convince the administration of the benefits of the models talk shows. Eventually the university began to fund project expenses from its own budget, and also expanded the model to branches in other cities. The Novoselitsk Library has also taken on the project activities of Restore the Past, and the Svetlograd Youth Center has incorporated those of the model While You're Young.

In Stavropol then, the host organization played a large part in the sustainability of the projects. The only exception was the model Notebook of Friendship that is being implemented at a small non-profit organization. The success of this model is probably due to two factors, one of which is the exceptionally strong support of the *innovator*, Vector of Friendship in Perm. This organization has formed a very strong network of its *adaptors*, inviting them for summer camps and festivals.

The second factor is unquestionably the will and perseverance of its coordinator. In addition to the consultants that she has convinced to donate their services, she has also empowered the youth team to achieve a great success in fundraising. The large amount of business contributions recorded for Stavropol is largely due to the efforts of this *adaptor* team.

Volgograd Region

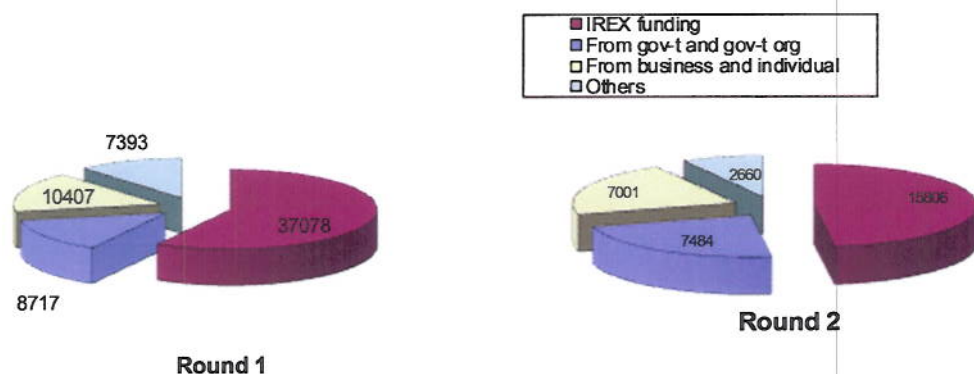


As was the case in Stavropol Kray, the models in Volgograd were also very in line with regional priorities. Due to an exceedingly high amount of chemical pollution, there is very high incidence of disability in Volgograd region. Two

adaptors chose to implement the Cameras in the Hands of Kids model that promotes inclusive education of disabled and non-disabled children. A third adapted the Rainbow Bridge model. In Volgograd this model has been adapted to focus not on ethnic tolerance, but rather on support and understanding towards the disabled.

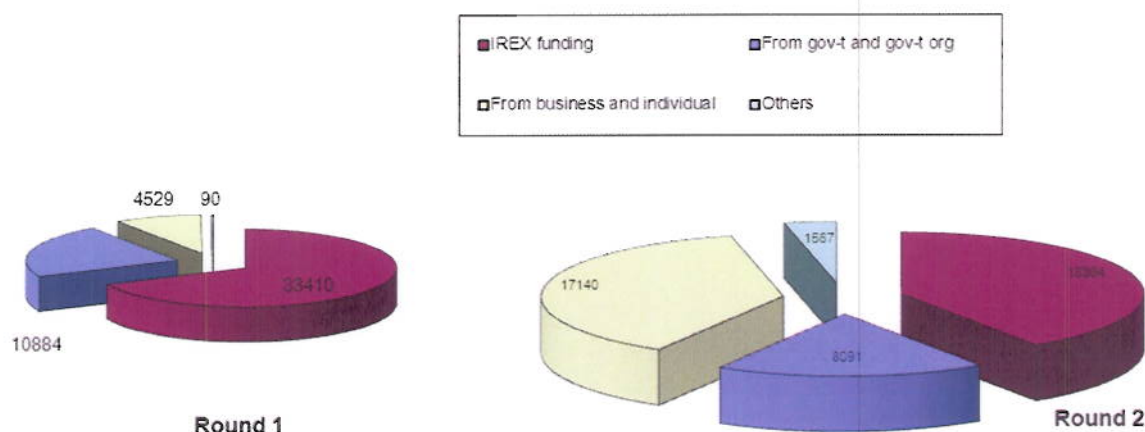
The Regional Organization for People with Disabilities, one of the *adaptors* of the cameras project, incorporated the model into its own activities. The organization was also able to get grants from the Department of Youth Affairs. The other *adaptor* of this model is a non-profit called Children in Trouble, which managed to get business support as well as help from the government. Similarly, the scouting organization implementing Rainbow Bridge was also able to get business contributions, especially in the form of prizes and materials for its tolerance festivals.

Chelyabinsk Region



The *adaptors* in Chelyabinsk were able to secure support from both business and outside government structures, with a small degree of reliance on host organizations. It should be noted that many of these models are rather low cost, and can be accomplished with basically youth volunteers. Playing Life and Consultations for the Elderly fall into this category. Albatross, on the other hand, relied heavily on business for its rather expensive extreme sport expeditions. The models Fresh Wind and Notebook of Friendship are both located at the House of Children's Creativity in the small closed town of Ozersk. As has been explained earlier, the two work well in tandem, and have been successful in engaging large numbers of village school-aged youth, a priority for this locality. This success made the models very attractive to the local government who supported them in the second round.

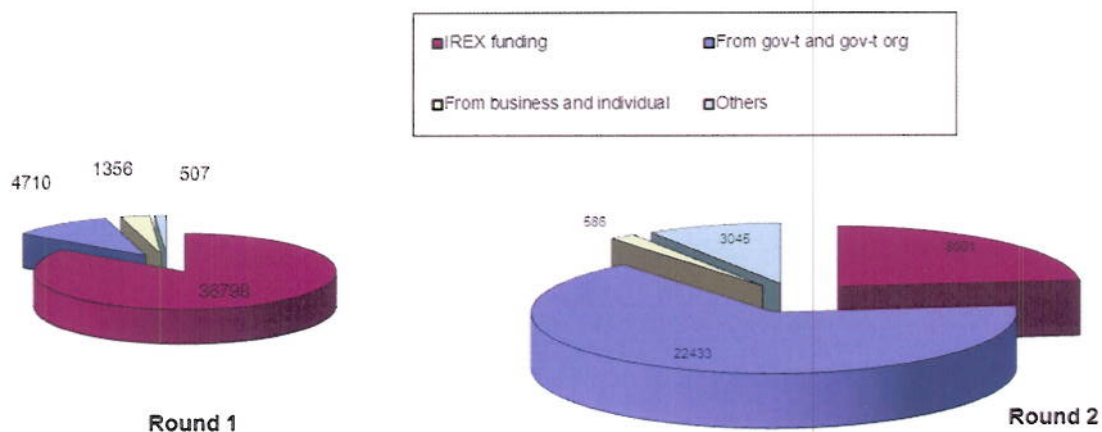
Irkutsk Region



The unusually high dropout rate for the Irkutsk region will be discussed in the PMEP section. The three *adaptors* that remained, however, were quite successful. The Youth Bank in Irkutsk has demonstrated an especially strong ability to raise money from private business. The very strong support of business in the region is largely a reflection of the efforts of this particular *adaptor*. Unlike its counterparts in Karelia and Tambov, this youth bank has relied primarily on business to fund its grant pool. Although the business sector is stronger in Irkutsk than in the other two regions, a lot of credit has to be given to the student coordinator, Petr Treskin, who has been extremely active in attracting funders. As will be discussed in the PMEP section, in small projects like the YDCP models, the role of the individual coordinators is crucial.

The other two *adaptor* groups, Handmade Folk Costume and Golden Generation relied primarily on their host organizations with some assistance from local government.

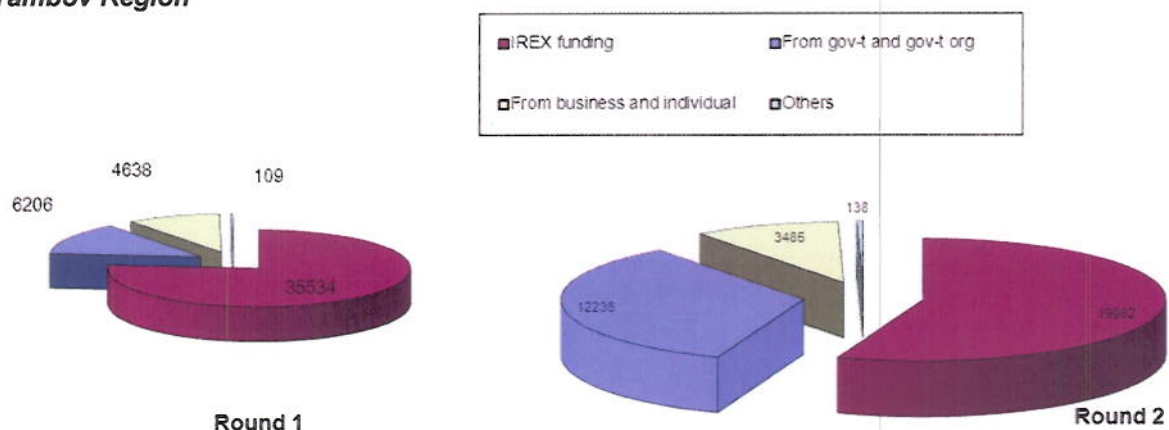
Tyumen Region



At first glance it appears that business played an extremely minimal role in the support of Tyumen projects, but this is not entirely the case. Two of the Tyumen *adaptors*, both implementing the Albatross model, dropped out of the program before round two. One was hosted at a remote village school, and the other at a fledgling non-profit. Neither had bookkeepers on staff who were skilled enough to complete the financial reporting required by IREX. The *RCO*, an extremely experienced and connected organization found business donors for both of these groups, and in fact they are continuing their activities in 2011. Their numbers are not reflected here, however, since they were not officially part of round two.

As the chart illustrates, the other *adaptors* received most of their support from government. One project, Fresh Wind, actually secured most of the funding indicated. In Tyumen, this model was adapted to include a summer camp where school-aged youth are taught project management and needs assessment. The city administration has become a huge supporter of this activity and paid the travel expenses that allowed a large group of students to attend.

Tambov Region

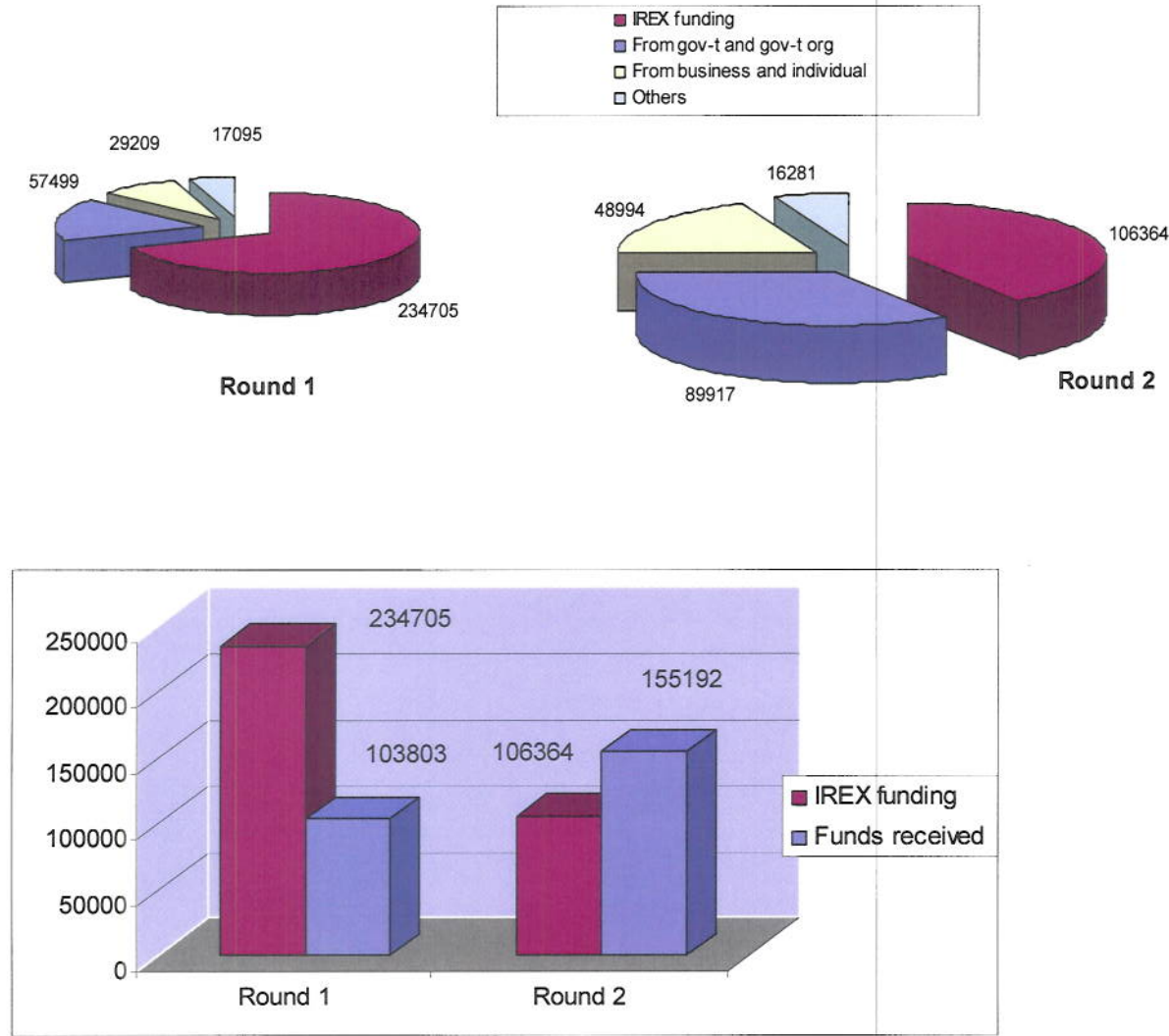


The key to the success of the Tambov *adaptors* lays primarily in the ability of *RCO* Director, Tatiana Derevyagina, to work in concert with an established and highly centralized local government. Using her strong relationships,

Derevyagina has been able to secure a great deal of direct government support for the YDCP models, in many ways incorporating them into existing local structures. The Student Legal Bureau, for example, has received space for its legal consultations from the Department of Public Relations of the city administration of Tambov. A member of this organization also assists the students in handling inquiries that involve city ordinances. The City of Kotovsk Department of Culture and Archives has provided a great deal of assistance for the Handmade Folk Costume that is being implemented at the Kotovsk Museum.

Not all of the government support is from government agencies. As was reported for Stavropol, in many cases, the models have been incorporated directly into the activities of the host organizations. This is the case with the Handmade Folk Costume implemented by the Kirsanov Agrarian Industrial College. It has a focus on clothing design, and students in this department have greatly appreciated the opportunity to increase their project management skills and provide for the community while improving their technical abilities.

All Regions



The youth teams were successful in attracting additional resources for their programs. While they all reported that it was a challenging task, they made huge progress from Round 1 to Round 2 as illustrated by the following two tables.

During the second round, the fewer teams participating in the program received significantly more support from the community organizations in dollar equivalents and in comparison to the budget received from IREX. The results are clearly attributable to the YDCP efforts to strengthen the capacity of the youth teams.

Support from Government Institutions:

	Round 1	Round 2
Number of projects supported by IREX	55	36
Number of projects that received support from government	45	34
The amount of money raised from government institutions	\$57,499	\$89,917
% of the budget of youth programs received from government institutions (budget of the programs = grant provided by IREX)	25%	85%

Support from the Business Sector and private Individuals:

	Round 1	Round 2
Number of projects supported by IREX	55	36
Number of projects that received support from business or private individuals	29	21
The amount of money raised from business or private individuals	\$29,209	\$48,994
% of the budget of your programs received from the business sector or private individuals (budget of the programs = grant provided by IREX)	12%	46%

Given their ability to secure significant support in round two, the prognosis for institutionalization is quite high for a majority of the *adaptors*. The next section will discuss the funding possibilities for each *adaptor* that is likely to continue its activities in 2011.

Sustainability Efforts: 2011 Funding Perspectives

Republic of Karelia

As has been explained, the region is known for its progressive goals in youth policy, many of which coincided with those of YDCP. Given this political climate, the seven *adaptors* enjoyed constant support from the local government, especially the Department of Youth Affairs with which RCO director Denis Rogatkin has been cooperating for the past ten years. This department, led by the progressive Svetlana Nachinova, maintained a consistent policy of building cooperation with NGOs. In September 2010, however, the situation changed. The youth department lost its independent status and was merged into a Committee of Education, Culture, Youth Policy and Sports. According to Nachinova and some local NGO leaders, such changes suggest that the city administration does not consider work with youth to be important. Rogatkin noted, "*All the methodologies for involving youth in decision-making that have been tried and tested will now be destroyed.*"

While the situation is probably not as negative as Rogatkin portrays, the future of the Karelian *adaptors* is definitely more uncertain, as the new players in regional and city youth affairs have yet to be determined. The *adaptors* likely to continue in 2011 are listed below.

Children's Legal Chamber

As has been mentioned above, this *adaptor*, the Karelian Fund for the Development of Education, has made strong progress in the institutionalization of the model, especially since its goals are very close to those of the Ombudsman for Children's Rights. This department provides an office for the chamber and pays the salary of its coordinator. The *adaptor's* events are held at the Republican Ministry of Education. Funding is required for other expenses associated with the events such as transportation for out-of-town children. So far these are being covered by other projects of the host organization.

As is the case with all of the projects, the current political climate makes it difficult to predict with any certainty the exact form that future activities will take.

Notebook of Friendship

The Karelian Scouting organization has also gone very far in institutionalizing this model. Its coordinator's salary is paid for by the city youth center, which also houses the project office. Strong relations with local schools have also been established. Since the organization will be expanding as part of the fourth year of YDCP, its immediate future is guaranteed.

Youth Voice

The Children-Youth Center covers the salary of the coordinator and also provides the project with an office. The activities of them model are closely aligned with the goals of the center, and there is a strong interest in having the project continue. Additionally, the *adaptors* are currently working on two paid assignments, one from the Ombudsmen for Human Rights, and another from the Youth Labor Center. Each new assignment increases not only the group's income, but also their credibility as sociological researchers. Rogatkin considers that the future of this group is secure, as it is the most stable of all the *adaptors* in the region.

Object of Attention

The office of the *adaptor* and all of their activities take place at the City Youth Center. The coordinator is also on the payroll of the center. The main elements of this model – the talk shows and surveys of youth opinions – are in line with the center's priorities and will be continued in 2011. At the present time, it is not certain if the *adaptors* will be able to find additional funding to support the social advertising contest that is also an element of the model.

Fresh Wind

According to Rogatkin, this future of this model is also very stable. The Sortovalva Center for Psycho-Social and Medical Assistance provides both the office and coordinator's salary. Recently, the *adaptors* won a grant from the Department of Foreign Affairs of Finland that will be used to fund the individual mini-projects.

Stavropol Kray

As has been explained in the section above, the majority of the models that will continue to exist in this region are based at large organizations who have incorporated project expenses into their own budget.

Object of Attention

A large university is implementing this model, and a very strong project team has emerged. Over the course of two rounds of activity, they have been able to convince the university administration of the value of the talk shows and social advertising contests that are part of this model. The university has incorporated funding for these items into its budget for student activities.

Restore the Past

A regional library hosts this project. While the library has always had a budget for youth activities, they tended to arrange very dry, adult-centered events in which the young people were passive spectators. Thanks to the YDCP program, the library's youth budget will now sponsor active, empowered youth groups that engage in self-directed activity that benefits the community.

While You are Young

This project takes place at a youth center in the small town of Svetlograd, and calls for the establishment of "press centers" that engage in small, low-cost youth-driven community improvement projects. In Svetlograd, the press centers were established on the basis of a system of youth clubs, and by the end of the first round, these formerly inert establishments had been transformed into hubs of youth-driven community action.

The regional administration has recommended that similar press centers be established in some of the schools of the area, and the *adaptor* now consults teachers who are in the process of implementation. Many of the original press centers will also continue to function.

Notebook of Friendship

A small NGO in the remote town of Grigorievsk has had a great deal of success with this model, and it is one of the most clear-cut examples of a PYD approach in the YDCP program. At the present time, nearly all of the operations are performed by student volunteers who themselves negotiate with the schools where the notebooks will be distributed, and conduct fundraising efforts. Continuing support from the *innovator* in Perm has also provided the *adaptors* with a Russia-wide network of similar organizations and a never-ending source of project ideas.

Rainbow Bridge

Like the other four models that are continuing in the region, this *adaptor* organization also plans to absorb many of the operating costs into their own budget. Additionally, they have been able to secure funding for the expansion of the original project. With the support of the Kray Committee on Youth Policy they will develop a mobile education center that will travel to various parts of the area in order to promote tolerance among young people of different ethnic backgrounds. The *adaptor* team will be able to present exhibits, conduct games and various campaigns aimed at fostering mutual understanding among the youth in the kray.

Irkutsk Region

Despite the fact that youth policy has been named a priority for the Russian Federation, over the past three years in Irkutsk Oblast funding for youth programs has been cut sharply. In 2008, 24 million rubles were allotted for youth programs; in 2009, 18 million rubles, and in 2010, only 8 million rubles.

The situation has begun to change, however, with the adoption of the 143 million ruble program entitled Youth of Irkutsk Oblast for 2011-2013, which includes a pool of funds to be awarded to youth programs on a competitive basis — a first for the region. A special emphasis will be given to increasing youth participation in community and political activity, reforming economic and social relationships, and developing entrepreneurship.

YDCP participants and the RCO, Russian Union of Youth, have been influential in the development of the new regional youth program. Press coverage of their activities came to the attention of the regional government. Irina Sintsova, the director of one of the *adaptor* organizations, Cameras in the Hands of Kids, now serves on the local committee for social and cultural legislation, and played an active role in developing the 2011-2013 program.

It is likely that YDCP "graduates" will continue to advocate for youth-centered programming in the future. After experiencing the benefits of the PYD approach, several young participants have decided on a career in youth development. Darya Pavlenok, a member of Youth Bank, is now working in the Irkutsk city youth department, and Anna Yurmina from the same project has taken the job of head specialist in the department of work with public organizations at the Irkutsk Region Ministry of Education.

In spite of the overall positive effect that YDCP has had on youth politics in the regions, many of the individual *adaptors* will be unable to continue their activities in 2011. As will be seen in the PMEP section, this is largely due to the fact that several models were placed at very small hosts in very remote locations. The *adaptors* who have remained, however, have been unusually successful.

Handmade Folk Costumes

The *adaptors* have been able to garner support from the local government, the school administration, and the residents of the village, all of whom are interested in positive recreational activities for youth. The project team is currently learning how to attract local businesses and entrepreneurs to their events in order to gain their assistance as well.

The home base of the project, the small village of Keul, has been preparing to relocate for several years, and the impending move has prompted residents to participate actively in events organized by the project team. The project will continue until the village is destroyed, and the website created by the project team will allow the results of their work to be preserved. The team is also interested in maintaining the site after the destruction of the village.

Youth Bank

The *adaptor* participates in all major city and regional events, which has enabled the project to move forward. In total, the Youth Bank raised 390,000 rubles to support 26 projects. It depends heavily on individual donors, and has been very successful in the organization of "buy it on the spot" auctions where private donors are able to contribute directly to the project of their choice. Additionally, the charitable foundations Obereg and Metsenat, founded by Irkutsk businessmen, contributed 200,000 rubles to support 14 projects.

The Irkutsk Youth Bank project was recently nominated for the List of Innovations in Volunteer Activity, a competition organized by the regional Volunteer Support Center with support from the administration of Irkutsk Oblast. As a result of the competition, the project is slated to receive funding from the regional budget next year.

As was mentioned above, some former members of the *adaptor* group are now working in regional government and the press. These governmental ties, in addition to the more than 80 articles that have been published about the bank, have led to an interest on the part of several cities in the region to form their own youth banks. The team in Irkutsk is ready to help them, as they continue to implement their own project. The young people have a good understanding of fundraising and have negotiated many in-kind donation agreements from local businesses. Several government and non-government organizations are ready to provide space for meetings and events.

Golden Generation

The Department of Youth Policy of Ust-Ilimsk city and region supports the Golden Generation project and has provided recommendation letters, space for events, assistance with media relations, and funding for participants to attend the RYU summer camp. School administrators in the district are also very supportive, and have provided space and encouraged their students to attend events organized by the project.

Lyubov Krivosheeva, the director of the project, is actively seeking new sources of funding to continue the project. She has not yet received any grants, but she is one of the only *adaptor* leaders in YDCP who is taking the initiative to write grant applications on her own, with support and guidance from IREX.

In addition to the original *adaptor* group, four teams of active youth have formed in the village districts, and will be supported and mentored by the original project team of students and young schoolteachers as they work to increase youth activity in their communities. The program has received several proposals for cooperation in 2011 from schools and youth centers, which will serve as strong bases for the replication of the project with new *adaptors*.

Chelyabinsk Oblast

Chelyabinsk is an industrial as well as a border region, which gives it a few specific characteristics. The economic situation in the region is difficult, and a large percentage of the working population is poor. In addition, there is a large

drug trade from Central Asia coming through the region. Prostitution, drug addiction, alcoholism and HIV/AIDS are all major issues in the region that are being addressed by local government and NGOs.

The region is currently undergoing significant political changes, and this bodes well for the strengthening of YDCP initiatives and youth policy in the region. The head of Chelyabinsk city was recently named governor of the region, and many government structures, among them the Chelyabinsk City Committee for Youth Policy, have had staffing and administrative shake-ups. On May 19, 2010, YDCP's own RCO representative, Sergey Avdeev, the former director of Kompas, was named director of the youth policy administration of the city. This has the potential to positively affect further development of YDCP in Chelyabinsk Oblast. Avdeev announced that he would like to move away from the current focus on HIV/AIDS prevention and widen the scope of youth initiatives supported — which fits well with the PYD philosophy of supporting programs that will help all youth develop competencies needed for adulthood, rather than focusing only on the prevention of specific behaviors. Now that Avdeev is a city-level leader on youth policy issues, IREX believes he will have some of the political backing necessary to make this wider focus on youth development a reality.

In 2010, the city of Chelyabinsk began a program called Youth of Chelyabinsk, which includes grants for youth initiative groups, as well as citywide events for youth and support for talented young people and patriotic education. IREX is pleased with this support for youth initiatives, which was previously not part of the city's programming. In December 2010, a regional forum on youth initiatives was held to discuss the achievements of youth initiative groups, among them *adaptors* from YDCP who presented their projects. At this regional forum, the *adaptors* moved into the role the *innovators* had at the *road shows* in the initial phase of YDCP and shared their projects and experiences with future *adaptors*.

Overall, by the end of the third year of YDCP, youth policy in Chelyabinsk Oblast is developing positively and has undergone significant changes. An advocate intimately familiar with the YDCP program — Avdeev — is now in a key position of authority to support further steps towards the achievement of YDCP goals in the region.

Playing Life

This model is a success story of perseverance and support from the RCO, as the *adaptor* group had several difficulties implementing the project in its first year and it seemed they would drop out by the second year. The initiative group that chose to adapt the project was from a school, and struggled with their institution's strict, bureaucratic administration. The project coordinator also lacked experience with this type of project, and the group was unable to find schools that would host their performances. By the end of this first year, the project coordinator went on maternity leave and it seemed that the *adaptor* group would drop out of YDCP entirely. However, Kompas stepped in at the right moment, and became the host organization with notable success.

As the model has been incorporated into the Kompas structure, it will have no problems maintaining its existence. Cooperation with new educational institutions has already been set up for 2011. The *adaptors* also intend to apply for outside funding through various regional grant competitions.

Albatross

This *adaptor* project has always had good prospects for sustainability. The host organization, Anastasia, has a reputation as a strong, constantly developing organization with a good history of finding new donors and partners. A large number of their donors are also private businesses who participate in the projects as well as provide financial support. For example, several local businessmen participated in outdoor trips conducted by the project alongside the youth. One of the businessmen commented, "It's like I'm a kid again!" This level of personal interest by sponsors in the project will help guarantee ongoing financial support.

In the next year the project will continue, with support from sponsors and new grants. Youth will continue to play a leading role in the project.

Student Consultation Center for the Elderly

Despite difficulties getting started in the first year, the *adaptor* group and this project have strong prospects for sustainability. The project enjoys support from several deputies in the Chelyabinsk City Duma — one of the consultation centers is actually located in the reception area of one of the deputies' offices.

In the next year, the project team plans to expand the geographical reach of their work and work with the whole city, rather than only one district. The team also has good prospects for funding from the city administration, and the private sector, including the Pozhspetservice Company, which will fund 60,000 rubles.

We're All Equal

The organization adapting this project, which was based at the local pedagogical university, has now become part of a Chelyabinsk association of volunteer groups, which was approved under the Chelyabinsk Department of Youth Policy's annual work plan. The project will receive funding through their membership in the association, and its "tolerance lessons" methodology has been included in the association's yearly work plan. The project also maintains links with the university, its student professional committee, and the leadership of the correctional education department, which wants its students to work with the project and receive professional experience. Many of the university students working on the program have stated that their involvement helped them realize special education was their true calling.

Fresh Wind and Notebook of Friendship

When considering the development and sustainability of YDCP models in Chelyabinsk region, these two projects in the small closed city of Ozersk are closely linked, sharing a base at the Center for Youth Creativity. The Department of Education and the Department of Youth Affairs of the city of Ozersk, as well as by local private donors and businesses also fund both projects.

The two projects have been included in the city Youth and Family Department's plan Youth of Ozersk 2011-2015 and will receive funding from the city budget. Fresh Wind will focus on creating and implementing new mini-projects in the community and attracting and training new volunteers. Notebook of Friendship will concentrate on replication in new communities within the region.

The organization is also discussing plans to unite the two projects, as they are very similar in their goals of creating a contingent of active youth in the community. The project coordinators are considering forming their own NGO, since this would afford them greater independence from the current base at the House of Youth Creativity.

Tyumen Region

This region is one of the more economically well off in Russia, due to the large concentration of mineral resources that is found there. It has an established tradition of corporate giving, and was not as hard hit by the recent financial crisis as other areas in the country. The RCO is a very experienced charitable foundation that has long been the recipient of foreign funding. It has, therefore, been able to coach the *adaptors* in the navigation of grants competitions, and has also provided them with connections to business and government. Additionally, thanks to the RCO, the *adaptor* teams have been included in many youth conferences and fairs. Finally, they are all able to take part in the small grant competitions that their RCO sponsors.

Fresh Wind

In the past year, the project team received a municipal grant from the Tyumen City Administration in the sum of 600,000 rubles to conduct ecological expeditions and trainings on project design and implementation. They have also won two smaller grants that were conducted by the RCO, "Our Region," and "My Beloved City."

Presently based at the Center for Youth Creativity, the *adaptor* is currently searching for a space of its own. They enjoy significant annual support from the regional administration, which has covered travel and lodging expenses for participants of the ecological/project design expeditions. The local district administrations are quite supportive of the young people's initiatives and ecological projects.

The project will continue in its current form, as there is a great need in the region to engage young people from more remote districts and to work on environmental issues.

Mirror for the Region (Krivolukskaya)

This project will continue with support from the administration of Yalutorovsky district and will increase its number of participants. Elena Vasileva, a specialist in the Department of Culture, Youth and Sport in the Yalutorovsky district administration, attended the YDCP roundtable in Tyumen and the final conference in Moscow. Ms. Vasileva has provided a great deal of support to the program, including transport and lodging costs for the expeditions, and is ready to work with the *adaptor* to further replicate the project in the district.

The implementing *adaptor* organization, the library club, is also supportive and allows the coordinator to use some of the money they earn for paid services to buy office supplies for the project.

The *adaptor* team is an active participant in competitions sponsored by the RCO, where they present their project ideas. One of their projects for beautifying the village was funded at 10,000 rubles and co-financed by the village administration, which was an important experience for the youth participants.

Mirror for the Region (Lokosovo)

In Lokosovo, the small but influential project will continue on a volunteer basis, with trainings held at the local art school. The school administration is not entirely enthusiastic about the project, but does not interfere in implementation. The *adaptors* plan to conduct 2-3 field trips per year. As discussed in Objective 1, the local youth newspaper has adopted more substantive content as a result of the articles submitted by project participants.

Albatross (Tyumen)

The project will continue with funding from business partners and potentially from the RCO's grant competitions. However, the main problem is that the project coordinator is not skilled in writing applications and reports to document his work with the young people and needs to improve his organizational and planning skills. The *adaptor* failed to receive funding from the regional youth projects competition due to documents that were submitted late and was not recommended for second round YDCP funding for this same reason.

IREX hopes that the RCO will be able to help this *adaptor* find partners and continue to engage them in activities and consultations as an active group of youth has formed under the project.

Albatross (Uvat)

Like the *adaptors* of the Albatross model in Tyumen, this group also did not receive IREX funding in the second round because of an inability to present file reports on time. Nonetheless, with the help of the RCO, the group has also found private donors, and was able to operate without assistance from YDCP. It will continue in 2011.

Volgograd Oblast

There are a high percentage of mental and physical disabilities in this region, due probably to a great deal of industrial pollution. The care of people with disabilities and the development of a tolerant, inclusive atmosphere for them is therefore a high priority with the local government in this rather conservative region. The NGO sector is not particularly strong, and it was challenging for the RCO who had to coach the *adaptors*, a few of which were based at large, bureaucratic organizations. At the same time however, these organizations have been very favorably impressed by the models that they implemented, and have now incorporated them into their regular activities.

Rainbow Bridge

The host organization for this project, Volgograd Girl Scouts, is one of the organizations mentioned above. The scouting group will continue to implement the Rainbow Bridge model, with extra funding for communications, transportation. A few individual donors will provide office supplies and small prizes for tolerance festival participants.

Cameras in the Hands of Kids

Both *adaptors* of Cameras in the Hands of Kids plan to continue with project activities, as they find the model helpful in their work with disabled children. The Volgograd Regional Organization for Children with Disabilities plans to expand the project to other categories of young people to promote inclusivity among more groups, including expanding to more orphanages in the region. The organization has received money from the Volgograd Committee for Youth Affairs for transportation costs as well as for office supplies and the organization itself is able to cover other project costs.

The Volgograd Regional Charity Fund Children in Trouble also plans to continue to use the model to promote both inclusivity and environmental awareness. The organization has been extremely successful in the past securing funding from businesses and has also participated in many grant competitions. They hope that they will continue to be successful in working with local businesses to fund the project.

Tambov Oblast

The RCO in the region was very active in monitoring the project implementation by the local *adaptors*. Almost all project teams in Tambov were strong and developed a strong basis for sustainability. The *adaptors* in this region were successful in securing local resources for their activities. The success of this region in mobilizing local resources is most likely due to the strong relationship between the RCO and the local government, and the government's support of YDCP projects. The majority of the additional funding in Tambov is from government sources with implementing organizations also contributing a sizable amount of their own administrative costs towards their projects.

Students Legal Bureau

This project worked in close partnership with the authorities. The young participants developed into a strong independent team that has gained a solid reputation with the city authorities, general public and potential employers. The university and the city administration demonstrated high interest in the expansion of the students' services, providing free space for consultation offices, promoting the project to local residents, and encouraging other universities to create similar services. Currently, the bureau covers six city districts. The city administration would like to extend pro bono services to all 18 city districts. The RCO considers the project the most dynamic and sustainable in the region, and it was well highlighted in local mass media.

Innovative Partnership Model between Colleges and Employers (Kotovsk)

The project team of this model in Kotovsk matured enough to effectively work with minimal support from the RCO. They recruited volunteers among younger students of their college, identified new partners and maintained existing relationships. The project team took every opportunity that could help the project and its beneficiaries. By the end of the project, the college had 24 agreements with local companies to continue partnership relationships. The project team has plans to expand into neighboring districts, diversifying economic opportunities for college students. The youth team will definitely continue implementing the model with full support from the host institution, local employment center and the city administration. The project became part of the college 5-year strategic plan for 2011-2016.

Innovative Partnership Model between Colleges and Employers (Stroitelei)

The college in the village of Stroitelei that also hosted this model institutionalized the efforts of the project team by creating a career center for the students. The center activists monitored vacancies in local media and in the employment center, published new vacancies on the college website and sent out students' resumes. The college plans to support the center in the future. The team had an impressive fundraising record. They were successful in negotiating free trainings and consultations, technical equipment and supplies necessary for their vocational trainings from local businesses. They established strong working relationship with local companies, which was a great development for this very important youth employment project.

Object of Attention

The activities organized by the team pioneered the discussion of important issues among youth and adults in the small town of Michurinsk. The project team assembled all project materials on a disk and disseminated a hundred copies among youth leaders, teachers and administrators of educational institutions. The team plans to continue their activities in the future, conducting trainings, classes on social project development and organizing discussions of issues important to youth. They plan to serve as a resource center for other local educational institutions. In 2011, the college that houses this model will absorb its expenses with the support of the city administration.

Handmade Folk Costumes (Kirsanov)

This model is based at the Agrarian-Industrial College in Kirsanov district. The college administration supported the project through the project cycle. It covered the expenses of the project team when they traveled to the festivals and exhibitions in other regions. The team will continue the project activities after YDCP ends. They have received a request from the museum of the Russian composer Rakhmaninov, a native of Tambov, to create 10 traditional costumes for their exhibition for a fee. The project hopes to receive similar requests from other organizations that will allow them to continue their historical and cultural preservation activities.

Handmade Folk Costumes (Kotovsk)

The RCO reported that the project implemented by Kotovsk museum gained a strong reputation in the region, and many local organizations have approached the team to organize events for their audiences. The museum where the project has been based included project activities in its plans for the next year, which means that the model will continue after YDCP with the financial support of the museum. The project team also received assistance from the City Department of Culture and Archives. The museum and the city administration will continue supporting the project in the future.

Youth Bank

This model will continue in Tambov with the support of the regional administration. The authorities are providing premises for team meetings and project activities. The *adaptor* has access to a pool of qualified specialists for trainings, consulting and expert review of youth applications. There is a good chance that the administration will also continue providing monetary resources to support youth mini-projects in the future.

Good Giving

The *adaptor* of the model did not receive support from IREX during the second round due to its failure to submit the first round financial support. The model continues in the region with modifications as it is implemented by the regional administration.

In total 65% of the original adaptor groups have found the means to continue functioning in 2011 without IREX funding. This result is considerably higher than the target of 30%, and will be analyzed in the PMEP section.

Work plan Targets: Youth-Driven Model

Selection and Targets Connected to the Training of RCOs and Innovators

Targets in First Year Work Plan	Targets achieved in First Year of YDCP
Seven RCOs selected and contracted with for YDCP program administration	Seven RCOs selected and contracted with for YDCP program administration

A minimum of seven <i>RCO</i> representatives trained	13 <i>RCO</i> representatives trained
Approximately 8-12 <i>innovators</i> chosen	25 <i>Innovators</i> Chosen
8-12 <i>Innovators</i> trained	49 representatives of 25 <i>innovator</i> projects trained
8-12 <i>Innovator</i> presentations finalized	25 <i>Innovator</i> presentations finalized

Comments

In general, while the basic model was solidified early on in the program, IREX realized from the start that many of the details of the program would depend on the input of our *RCO* partners, who are experts on the conditions in their regions. After discussions with the *RCO* representatives, it became clear that they should have a say in choosing the *Innovators* who attended the *road show* in their region. Therefore although 12 *Innovators* were scheduled for each *road show*, it was decided to choose a total of 25 *Innovator* projects, and let the *RCOs* decide which 12 to send to their events. In this way, the *RCOs* would be able to accommodate the needs and level of youth programming in their regions

Targets Connected to Road Shows

Targets in First Year Work Plan	Targets achieved in First Year of YDCP
<i>Road shows</i> held in four regions	<i>Road shows</i> held in seven regions
Four recruitment plans created, reviewed and finalized	Seven recruitment plans created reviewed and finalized
Approximately 120/140 Action Teams recruited for <i>road show</i> attendance	136 Action Teams Recruited for <i>road show</i> attendance
Approximately 350-400 youth trained	400 youth trained
Approximately 60-80 adults trained	150 adults trained
Three training modules created	Four* training modules created

*The additional training model was a modification of one of the sections, completed after the first two *road shows*.

Comments

The work plan called for only four of the *road shows* to be conducted during the first year, with the three remaining conducted in November and December of 2009. After consultation with its regional partners, however, IREX decided that in order to have enough time between the grant competition and the holiday break at the end of the year, all *road shows* should be completed by late October, the end of year one.

The discrepancy in the numbers trained, then, can be explained by the fact that the original targets are for four *road shows*. Because seven *road shows* took place during the first year, the number of action teams actually recruited and the number of adults actually trained is actually higher than originally planned. The number of youth trained, however, is lower than expected. This can be explained by a change in the training strategy. Although originally it was planned to have five young people in each action team, IREX staff, after consultations with positive youth development specialist Julie Dressner, understood that to be effective, positive youth development theory training must be done in a very interactive manner, and in small groups. Therefore, in order to make the most effective use of both trainers and space available in the target regions, IREX, together with the *RCOs* decided to reduce the number of participants in each action team to an average of three people.

Targets Connected to the Awarding of First Round Seed Grants to Adaptors

Targets in First/Second Year Work Plans	Targets achieved in First/Second Years of YDCP
Seed grant applications received and processed in seven regions	Seed grant applications received and processed in seven regions
Approximately 49 first round seed grants awarded in the amount of approximately \$5000 in seven regions	55 first round seed grants awarded in the amount of approximately \$5000 in seven regions

Targets Connected to the Awarding of Second Round Seed Grants to Adaptors:

Targets in Second/Third Year Work Plans	Targets Achieved in Second/Third Years of YDCP
Approximately 41 second round seed grants in the amount of \$2500 awarded in seven regions	36 seed grants in the average amount of \$2500 awarded in seven regions

Comments

As has been explained above this outcome was contrary to program assumptions. In order to receive second round funding the *adaptors* had to prove that they had secured outside funding, and it was assumed that a significant portion would drop out because they were unable to garner this support. In actual fact, of the 55 *adaptor* groups, 14 chose not to apply – not because they did not have other support, but because they could not cope with the reporting requirements imposed by both IREX/USAID and the Russian government. Most of the *adaptor* projects were based at either municipal organizations/universities with large unwieldy centralized accounting departments or at fledgling NGOs with unqualified or non-existent budgetary staff. Both groups found it near to impossible to keep up with the financial reports required. As it turned out, of the 18 *adaptors* who were not funded, 13 planned to continue their activity anyway. Six of these were successful. Thus in actual fact 42 of the original YDCP projects continued their activity in year three of the program.

Targets connected to the Implementation of Adaptor Projects

Targets in Third Year Work Plan	Targets Achieved in Third Year of YDCP
43-45 Projects are implemented in all seven regions	42 Projects implemented in seven regions

Targets Connected to Innovator Grants

Targets in First/Second Year Work Plans	Targets achieved in First/Second Years of YDCP
Approximately 49 <i>expansion grants</i> awarded to <i>Innovators</i>	32* <i>expansion grants</i> awarded to fund the assistance of <i>innovators</i> to 55 <i>adaptor</i> projects
49 Mentorship and Internship plans reviewed and approved	55 Mentorship and Internship plans reviewed and approved

*Some *innovators* worked with more than one *adaptor*.

Targets Connected to the Institutionalization of Adaptor Projects

Targets in First/Second/Third Year Work Plans	Targets achieved in First/Second/Third Years of YDCP
Approximately 60-80 Adult Stakeholders 8 in <i>road shows</i>	60 Adult Stakeholders participate in <i>road shows</i>
Approximately 20-40 additional Adult Stakeholders participate in regular meetings and events during round one	Approximately 20 Adult Stakeholders participate in regular meetings and events during round one
Seven Fundraising Academies held with 400 trained	Seven Fundraising Academies held with 500 trained
VIP participation in seven selection committees	VIP participation in seven selection committees
VIP attendance at approximately 40 <i>adaptor</i> events in round two	VIP attendance at least 55 <i>adaptor</i> events
Approximately 20 individual meetings arranged for <i>adaptors</i> with VIPs in round two	At least 65 individual meetings arranged
Key local stakeholders participate in approximately 100 <i>adaptor</i> events in round two	Key stakeholders participated in at least 115 events
Approximately 14 meetings arranged with key local	At least 60 meetings arranged

stakeholders in round two	
Approximately 3-4 Capacity Building Activities take place in each region in round two	38 Capacity Build Activities were arranged in seven regions

IV. MONITORING AND EVALUATION

Monitoring

The complex structure of the YDCP program necessitated a comprehensive plan for program monitoring. IREX designed this plan in order to enable program staff to synthesize and evaluate the enormous amount of activities taking place simultaneously in the 55 youth-driven projects, and 34 community school teams that operated over the first three years of YDCP. Thanks to the system of regular reports and site visits, IREX staff was able to control the quantity and quality of project activities, and track program outputs, outcomes and impact.

At the outset of the program, IREX established reporting requirements for *RCOs*, *NRs* and *adaptors*. Each of these organizations was obligated to submit three quarterly and one yearly programmatic report, and four quarterly finance reports. IREX created standard templates for this purpose, thereby ensuring the accurate tracking of all program activities. All reports were carefully read and analyzed by IREX staff, and often sent back for further clarification.

The *NRs* and *RCOs*, most of whom have prior experience with foreign grants, were able to comply with the reporting requirements without much difficulty. For many of the *adaptor* groups, however, quarterly programmatic, and especially financial, reports proved quite challenging. YDCP was in many instances implemented in remote, conservative areas where foreign funding is rarely attempted. Given the lack of experienced NGOs in such areas, many of the YDCP youth-driven projects were implemented at large municipal organizations or small non-profits. In order to alleviate some of the difficulties experienced by these *adaptors*, IREX grants manager O. Fomina created and conducted a special training seminar in each of the target regions. Sessions on monitoring requirements were also conducted at regular program events, such as the Fundraising Academies. In spite of the extra training, a great deal of email and telephone discussions were necessary in order to elicit the necessary data, and control the quality of project activities.

Given the complexity of the program and the level of experience of many of its implementers, a great deal of face-to-face contact was necessary. IREX staff conducted regular site visits in all ten target regions in order to ensure that program goals were being met in a timely manner. Additionally, the *RCOs* were required to visit each of their *adaptors* at least two times in each round of activity. In each case, a standard site visit form was completed. The analysis of these forms helped IREX staff to identify areas of program implementation that needed adjusted, and in some cases, avert problems before they could occur, and to ascertain the impact of YDCP in the target areas. A standard site visit form, as well as the report templates for *NRs*, *RCOs* and *adaptors*, can be found in Attachment III.

In addition to the monitoring activities described above, IREX staff also tracked the two additional indicators required by USAID. Final figures for the reporting period are below:

- Number of persons who have completed USG assisted civic education programs - **537**
- Number of youth able to identify and explain one or more public policy issues affecting them – **3114**

Evaluation

Evaluation of the YDCP program was focused on its two main program objectives:

Objective 1: Youth develop competencies to become active, engaged, successful adults through replicating, tailoring, implementing, and participating in (a) Community School programs and (b) Youth-Driven programs.

Objective 2: Replicated youth programs are institutionalized with community support from government, business, media, and educators.

In order to measure the effect of YDCP on the given objectives, IREX developed a PMEP Proposed Target chart. This document identifies indicators and corresponding program targets for both of the objectives. It is contained in Attachment IV.

Evaluation Results: Objective 1

This objective is concerned with individual young people developing the competencies that will be needed for them to become successful adults and engaged citizens. According to the PYD theory, on which YDCP is based, four of the main competencies needed by youth are personal and social, cognitive and creative, vocational and civic. In constructing the program results framework for this objective, IREX identified four intermediate results, each connected with one of these competencies. For each one of these results, indicators were then developed. For instance, objective 1.2 states that youth have developed cognitive capacities. The indicator for this result (1.2.1) is the % of YDCP participants who report the ability to solve problems. For each indicator a target of 60% was set.

In order to determine the extent to which YDCP achieved its planned results for this objective, the evaluator must be able to assess the extent to which individual participants have increased their abilities in the selected competencies. The tracking and measurement of individual competencies over time is extremely complex, and outside the scope of most evaluations of development programs implemented in Russia. It therefore presented a significant challenge to YDCP staff.

The original evaluation plan called for the administration of a baseline and end-of-program survey to all YDCP participants. The survey was to measure their level of development in each of the competencies before and after the program.

The baseline survey was written by a well-known Russian expert with a great deal of experience in the evaluation of USAID programs and in the development of competency assessment surveys. It was administered to all participants in all ten target regions.

An analysis of the data collected from this survey revealed, however, that it had not been effective in determining baseline values. The manner in which the questions were asked was not effective in collecting reliable data on the competencies, particularly due to the issue of self-reporting and direct questioning on behaviors and characteristics such as smoking, alcohol consumption, drug use, and leadership skills.

Without a reliable baseline, IREX needed to develop another means to determine the extent to which YDCP was responsible for competencies reported by participants at the end of the program. To remedy the situation, IREX started to work with an experienced Russian consultant, Alexey Kuzmin, and a premier US-based research firm, Social Impact, to revise the evaluation plan and the corresponding tools that would be utilized in order to collect data related to competencies development.

Social Impact recommended incorporating a comparison group into the evaluation process in order to provide a 'running baseline' against which any changes in the experimental group could be compared. They also recommended administering a Knowledge, Attitudes, and Practices (KAP) survey to both groups to determine program impact and attribution.

To ensure that the KAP survey was appropriate for the Russian context, IREX hired experienced Moscow-based consultant Alexander Borovykh from the network of Social Impact consultants. Borovykh brought his years of experience and knowledge of Russia to effectively carry out program evaluation efforts.

The YDCP comparison group was designed to include youth who did not participate in the program, but were similar to program participants with comparable distribution of age, gender, and location (urban vs. rural) in each region. The incorporation of the comparison group was a very important aspect of YDCP evaluation. In designing and recruiting the comparison group, IREX worked closely with Social Impact and the RCOs.

The survey questions were designed in relation to the appropriate indicators for each objective, and were asked in a non-direct "proxy" manner. This method of questioning increases the accuracy of data by not letting survey participants "guess" what the right answer may be and choosing that answer. For some of the indicators, the Likert scale questions also included a variety of responses from which the respondents could choose on topics, such as tolerance, perception of youth-adult relationship, and social competency. This also contributed to ensuring the quality of survey data. The survey went through several iterations, which included reviews by Social Impact, program staff, and Alexander Borovykh to ensure quality and cultural appropriateness.

Prior to releasing the survey, YDCP staff pilot tested it with a group of program participants and non-participants in Petrozavodsk. Following the testing, YDCP staff worked with the RCOs and NRs in all ten regions to identify YDCP participants and the comparison group based on the parameters given to them (outlining the composition by gender, age, and location for each group) and developed a plan for administering the surveys in their region. The plan included a combination of approaches for collecting the data, such as administering the survey during RCO trainings and IREX-initiated meetings and events, and distributing and collecting surveys by mail. In each case, YDCP staff analyzed the reliability of the data collection plan and made preparations for possible alternative approaches, in cases where an insufficient number of responses were collected from each region.

Total Number of Surveys Received YDCP Group

	Total # of surveys	Male	Female	14-17	18-23	City	Small town	Rural
Community Schools	222	76	146	218	4	53	136	33
Youth-Driven	367	110	257	187	177	184	95	94
TOTAL YDCP	589	186	403	405	181	237	231	127

Comparison Group

	Total # of surveys	Male	Female	14-17	18-23	City	Small town	Rural
Community Schools	218	80	138	215	3	40	142	48
Youth-Driven	376	117	259	196	180	175	104	97
TOTAL Non-YDCP	594	197	397	411	183	215	246	145

In addition to the second survey, IREX organized focus groups to supplement the collected data. YDCP staff worked closely with Borovykh to develop questions for the supplemental focus groups that were conducted in four diverse YDCP regions (Murmansk, Karelia, Tambov, and Chelyabinsk) to clarify some of the data received from the survey and elicit additional information about program impact in these regions. The focus groups were conducted by RCOs, youth teams (selected from YDCP participants) and Borovykh, and took place between June and September 2010. Engaging youth teams in the process was instrumental for ensuring a high quality of data, and was a great opportunity for young people to further develop their skills and contribute to project evaluation.

The evaluation results clearly demonstrate the impact of YDCP on the *adaptors*. Participants in the YDCP program consistently reported higher citizenship competencies compared to those who did not participate, and YDCP was able to build upon interests and innovation to engage youth in non-traditional activities for the Russian context. Additionally,

nearly 98% of participants reported involvement in a community improvement process or other community service, compared to approximately 50% of the comparison group. Program participants experienced significantly higher levels of engagement with local or regional government and a greater sense of their ability to work with adults to solve community problems. YDCP participants were two to four times more likely to have had interactions with local or regional representatives within the past year.

Attachment V contains the full report from Social Impact on the evaluation results, while Attachment VI contains the statistical data for Objective 1 desegregated by region and gender. It should be noted that given the scope of YDCP, and the number of respondents, it is difficult to produce meaningful and exact statistics by region and gender. A more realistic picture of the program's results can be found in the Social Impact report that evaluates broad trends in detail. A brief discussion of the targets by indicator follows below.

IR 1.1 states that youth develop personal and social capacities. For this result there are two indicators: 1.1.1 and 1.1.2

Indicator 1.1.1 - % of youth who demonstrate an acceptance of ethnic, cultural and other diversity

The eight survey questions assigned to this indicator measured attitudes towards immigrants, disabled people and those belonging to different religious confessions. In general, the YDCP participants answered all of the questions more positively than the experimental group, and on average surpassed the target of 60%, as can be seen in the Objective 1 results chart (Attachment VI). It should be noted however, that while on average, over 60% of the YDCP group demonstrated an attitude of tolerance, their answers on the specific survey questions that related to immigrants and members of non-traditional religious groups, although significantly higher than those of the comparison group, were still lower than the hoped for target. For this reason Social Impact feels that YDCP had "mixed" results in meeting this target.

The questions involved were as follows:

8.1: Immigrants should adapt the culture of their new country and not practice their own cultural traditions.

8.4: It is justified to forbid certain religions.

For these questions 45% and 54% of the YDCP participants answered positively (i.e. in a manner that supports tolerance). Although higher than that of the comparison group (33% and 42% respectively), it is still lower than the 60% target.

In retrospect, this target was quite ambitious given the level of intolerance that is so inherent in Russian society, and in many cases openly promoted by the government. Certain protestant religions, for example, are at the present time actually illegal in Russia. As Social Impact writes in its report, to really have an impact against deeply ingrained societal attitudes of this kind, a program would have to focus on concentrated, activities that brought together actual representatives of opposing groups. Given its short time frame, and general focus, YDCP has still had a very positive influence on the development of tolerance among its participants.

Gender was found to be statistically significant in the answers to two of the eight questions:

8.2: It is important for me to be aware of/understand the culture of migrants.

8.3: Even if I am in a hurry, I am prepared to wait for a disabled person to get on the bus/get up the stairs.

Girls responded significantly more positively to both of these questions.

Indicator 1.1.2 - % of youth who report the ability to interact/work with peers

YDCP achieved its target for this indicator. Program participants reported a much higher capacity to communicate, cooperate, empathize and negotiate with their peers. In the focus groups held to elaborate on the survey results, participants also credited YDCP with an increase in their self-esteem, sense of responsibility and leadership capacity. These are key qualities in the establishment of effective working relationships. Focus groups also mentioned that YDCP enabled them to work effectively not only with their peers, but also to establish a partnership relation with the adult supporters and coordinators of their projects.

As is written on page 32 of the Social Impact report, "... the conclusion could be made that young people participating in the YDCP developed the ability and motivation to respond accordingly to surrounding social systems; an understanding of how to deal with emotions; and the capacity to work well with others, while developing friendships and relationships through communication, cooperation and negotiating."

Gender was statistically significant for only one of the questions used in measuring this indicator. Question 7.4 asked participants to agree or disagree with a statement regarding experiencing frustration when one's peer group does not accept my ideas. Girls were less likely to experience frustration.

Objective 1.2 states that young people develop cognitive and creative competencies. There is one indicator for this result, indicator 1.2.1

Indicator 1.2.1 - % of young people who report the ability to solve problems

The target for this indicator was met, according to Social Impact. The survey findings and analysis suggest that as a result of participating in YDCP, young people have developed cognitive and creative competencies, including problem solving. They also demonstrated an increased perception of their ability to make a difference in their community.

Objective 1.3 is concerned with youth developing vocational competencies. One indicator, 1.3.1, is associated with this result.

Indicator 1.3.1 - % of young people reporting gaining professional skills as result of the program

To measure this indicator, YDCP participants were asked to rate, using a scale of 1-5, their skills in a variety of areas both before and after YDCP. Members of the comparison group were asked to rate their present level in the same areas. Interestingly enough, the before of the YDCP group was basically equal to the now of the comparison groups. As is written in the Social Impact report, "These results demonstrate a decreased self-selection bias for these questions, as members of both groups initially scored themselves at similar levels."

The vocational skills included in the survey are public speaking, ability to meet deadlines, project management, teamwork, networking, leadership, and skills in one's own field of work/study. YDCP participants reported significant gains in all areas. The greatest increases were observed in public speaking and project management, probably because both of these skills are utilized heavily in the YDCP program. The comparison group on the other hand, rated themselves particularly low in these areas.

According to Social Impact, "YDCP can be confident in stating that it has reached Objective 1.3, far surpassing the targeted threshold."

Objective 1.4 is concerned with the development of citizenship competencies, including skill-building, activism and service, policy and leadership. Five indicators are utilized to measure the effect of YDCP on this objective.

Indicator 1.4.1 - % of young people who are knowledgeable about at least one advocacy issue

To generate data for this indicator, participants were asked to express their concern and knowledge of a wide variety of social issues such as environment, corruption, child welfare, youth employment and juvenile crime. According to the survey analysis, members of the YDCP group consistently reported higher (on average 15%) levels of both concern and knowledge on social issues that concern them such as youth policy, crime and education reform. According to Social Impact, for indicator 1.4.1, "YDCP far surpassed its 60% target."

Indicator 1.4.2 - % of youth who report being in a position of leadership

Social Impact considers that the target for this indicator was surpassed as well. To measure it, youth were asked in survey question # 2 to list the level at which they were involved in a various types of extra-curricular activities including, youth clubs, NGOs, volunteer brigades, and student government. Across the board, the YDCP participants cited a higher level of activism and involvement. They reported 2x more activity and 2.5x more leadership. Additionally, the level of activity in community service among YDCP participants was 3 xs higher than that of the comparison groups. In

spite of this large difference, only 38% (as opposed to 18% of the comparison group) of the YDCP participants reported being in a position of leadership in extracurricular activities on question two. These results can be seen in the PMEP results chart (attachment VI). In a separate question, however, 73% of the YDCP youth reported playing a leadership role in their YDCP project. This is an extremely significant finding, as it demonstrates that youth who heretofore had not had the opportunity to exercise leadership skills are now doing so thanks to YDCP. And it is exactly this opportunity that, according to PYD, will allow them to increase their self-esteem, and develop the skills needed to become successful adults and engaged citizens. Based on the additional question, Social Impact has drawn the conclusion that the target for this indicator has been met.

Indicator 1.4.3 - % of young people who are involved in a community improvement process or other community service

Not surprisingly, YDCP surpassed its target in this area. The overwhelming majority of YDCP participants (98%) responded positively to this indicator. In actual fact, all of the YDCP models address needs in the community. Only 52% of the comparison group reported any type of civic activity. Clearly, YDCP has been successful engaging youth in community issues.

Indicator 1.4.4 - % of young people who report feeling that they can make a difference in their community

Social Impact feels that YDCP met its target in this category as well. Respondents were asked to rate their ability to have a positive impact in their community as high, moderately high, low or moderately low. 68% of YDCP participants responded with either high or moderately high, while only 34% of the comparison group members rated themselves in the top two categories.

Indicator 1.4.5 - % of young people who report having engaged with representatives of local or regional government

For this indicator, respondents listed the type of dealings they had had with government officials during the past year. The YDCP participants reported 2x times more interaction with government representatives. They also recorded higher participation levels in the political life of their communities, although participation in political parties remains low for both groups.

According to Social Impact, "YDCP far exceeded the 60% target of engagement with local or regional government. The program seems to be the most significant factor in affecting this indicator, and was enormously successful in more than doubling youth involvement with relevant parties."

In general then, YDCP met its target for all of the citizenship competencies. The program was particularly successful in engaging young people to act as leaders in community development projects.

Evaluation Results: Objective 2

Community Schools

This section will discuss the results of school teams participating in the Community School program against Objective 2 indicators. In Attachment VII, the summarized indicators are presented by region. IREX supported two rounds of community school program activity. The first round took place during year two of the program, while the second round took place during year three. Indicators in the PMEP referring to year two, therefore, are connected with round one. Indicators referring to year three are connected to round two.

Output 2.1 -- % of grant recipients (in this case - schools participating in the community school program) who successfully implement their chosen youth projects.

During the first round of school projects, YDCP supported 20 mini-projects initiated by school children in partnership with their teachers and with the support of community stakeholders. The second round invited new schools and

schools from the first round to participate in the competition. The school teams did an excellent job assessing needs of their community, and were able to design 34 low-budget, but meaningful and high-impact projects. All project teams implemented their initiatives and succeeded in achieving their objectives as illustrated in the table below:

Output 2.1		Round 1	Successfully implemented	% Round 1	Round 2	Successfully implemented	% Round 2
Kursk	projects	5	5	100%	8	8	100%
Tomsk	projects	6	6	100%	13	13	100%
Murmansk	projects	9	9	100%	13	13	100%
Total		20	20	100%	34	34	100%

Output 2.2. – More youth programs receive support

2.2.1. – % of youth programs that have received support from the business sector, or from private individuals

2.2.2 % – of youth programs receiving support from federal, regional or local government

This indicator refers to the efforts undertaken by the community school teams to attract additional resources for the implementation of their small projects. The overall data collection was challenging for school teams, and keeping verifiable and segregated data in the reports turned out to be an excessive task for the amount of money the project teams received from the program. The sub-indicator 2.2.1 includes private individuals and the business sector. The sub-indicator 2.2.2 refers to the support from government institution including schools that hosted the program. The results provided refer only to Round 2 of the Community School program.

Output 2.2	Total # of projects	# of projects that received support from business and private individuals	% of projects that received support from business or private individuals Output 2.2.1	# of projects that received support from government	% of projects that received support from government Output 2.2.2
Kursk	8	8	100%	4	50%
Tomsk	13	8	62%	8	62%
Murmansk	13	9	69%	8	62%
Total	34	25	74%	20	59%

The target for both sub-indicators was 40%. Only Kursk sent the information for all eight school projects, while Tomsk collected this data from eight project teams out of 13, and Murmansk – from nine out of 13. However, even with the limited data available, each region achieved the target on both sub-indicators. The results clearly show that the teams were more successful in raising resources from the business sector and private individuals. Further analysis of the reports demonstrated that the most support came from private individuals - parents and teachers of participating kids.

Output 2.3. – Support received by youth programs increases

2.3.1. – % of the budget of youth programs that is received from federal, regional or local government structures

2.3.2 % – % of the budget of youth programs that is received from the business sector or private individuals

2.3.3 % – of youth programs who have the means to continue their existence during the 2010/2011 academic year

The sub-indicators 2.3.1 and 2.3.2 refer to the amount of money raised by school teams. The results provided refer only to Round 2 of the Community school program. The target was 40% for sub-indicator 2.3.1 and 30% for sub-indicator 2.3.2.

The task to collect this data was most challenging for the project teams. In retrospect, the level of effort required to collect and submit the data for this indicator was outside of the scope of the very small school project teams. First, both

sub-indicators include monetary and in-kind contributions. Russia lacks the standard system of assessing voluntary and pro bono activities, or estimating in-kind services provided by organizations. Thus, the organizations did estimations unsystematically. Considering the size of the grant they received from the community school program, we made a deliberate decision not to request supporting documentation for mobilized resources. Thus, we could not verify the data provided by the project teams. Second, as previously indicated, more often the children received support from their teachers and parents. Very often, their reports indicated a "Local Deputy," or an "Education Department Director," or a "School Director" as the source of the support, not specifying if the director provided support from his/her purse, or from a school fund or from a school budget – each could be referred to a different type of support in this output.

These limitations resulted in high amounts of support raised from private individuals and lower numbers of support from government institutions as illustrated in the table below. The results could be different if we could verify and support the data. Finally, Tomsk and Murmansk only submitted the data for less than 2/3 of the school projects. Therefore, we analyzed the data provided by 25 projects against the total amount provided by IREX for 34 projects. Despite the limited data available for the analysis, the success of school students in mobilizing community resources is apparently amazing. Each dollar provided by the program, was matched by at least another dollar raised in the community. The NRs assured, and IREX is confident about that, the other school teams were also successful in raising resources from their communities. The reports show that, with very few exceptions, each school team raised the amount that almost equaled or exceeded the amount provided by the Community School program for their activities. If all projects submitted their data for this indicator, the overall results would drastically increase.

Output 2.3	Total amount provided by IREX, RUB	Amount of support received from government, RUB	% of the budget of youth programs received from government Output 2.3.1	Amount of support received from business and private individuals, RUB	% of the budget of youth programs received from business or private individuals Output 2.3.2
Kursk	95,119	7,900	8%	65,060	68%
Tomsk	80,600	67,200	83%	59,493	74%
Murmansk	140,000	68,150	49%	105,050	75%
Total	315,719	228,603	45%	114,750	73%

Below is the discussion of the types of support received and sources of support by region.

Kursk

All schools participating in the program had the difficult task of bringing resources to their projects in addition to program funds. The whole notion of going out into the community and asking for support was alien to the region. More school teams in this region instead used their personal connections rather than establishing new contacts with outside organizations. This approach also worked, and the teams reported various sources of support for their projects.

One school team that printed a community newspaper got support from the school foundation to buy office supplies; a city deputy helped them to pay for cartridges; the school provided access to Internet; and a private individual paid for the paper. The team that built a road safety pad, received support from businesses and government. One company helped them with the tires, the other with metal welding, and one more with advertising. The local road police installed speed bumps, and the penal servitude authorities helped with labor to build in tires. Parents helped in many projects — delivering construction materials, renovating rooms, and purchasing materials. The children had access to school funds and parents' committee funds. At one school, the board covered the cost of a class in graffiti arts for the team that then created paintings in graffiti style on the fence surrounding the sports playground. At another school, the tenth graders used their class fund to purchase musical instruments for the school band that performed for the community and at orphanages with messages against drugs and for healthy lifestyles.

Four schools did not report support from governmental institutions. However, three of these schools accounted for the support provided by local Duma Deputies. One of them helped obtain the services of an electrician to create a school community museum. The other helped to cover the costs of a playground installation in the Environmental Raid project, while others provided office supplies. It is not clear from the reports if the Deputies used government or their personal funds to help the school teams. In addition, all of these teams accessed non-budget school funds to help the projects to achieve their objectives. Though these funds are non-governmental and are usually contributed by either parents or their organizations, it is standard that the school administration holds control of these funds and uses them for internal school needs. It is a great effect of the program that schools gave out these funds to support students' activities to improve the life in the community.

Tomsk

Tomsk differs from the other Community School regions in many ways: it is more economically well off; it has lots of resources; it enjoyed support of many foreign donors in a variety of areas, and therefore, it is more developed and progressive than other regions where the Community School program was implemented. The results demonstrated by this region are better in all aspects. The sources of funding were more diverse. The funds raised from the business sector and private individuals are about the same as the amount raised from the government. Many school teams dared working with local authorities and succeeded in securing support from various government organizations. It is worth noting that the reports of Tomsk schools teams were clearer about the type of support provided and the type of sponsor.

The school teams requested program funds to cover the cost of office supplies, paints, paper, textile and other materials, including CDs and DVDs to organize project events. In addition to the program funds, the teams raised over 125,000 rubles, which far exceeded the amount provided by the program. This region can boast that each dollar provided to a project team was matched by 1.5 dollars provided by the community in donations. Taking into consideration that this result is based on the data provided by only 8 of the 13 school teams, we assume that with a higher response rate Tomsk could have a record of 2 to 3 dollars per each program dollar.

The teams from bigger cities could raise funds and in kind contributions from individuals, private businesses, local administrations, and municipal institutions. The most frequent kind of support was assistance in organizing project events. Two teams from the closed city of Seversk, Ray of Hope and Generations Connect, received support for the concerts, exhibitions and gathering of veterans in the form of sweets, office supplies and equipment needed to achieve project objectives. The City Environmental Committee allocated 3,000 rubles for creating albums about the city veterans. A school from Tomsk that staged a play for veterans received help from a school trade union fund, a copy center, a garden center, a choreography club, a cultural center and the district administration. The schools in remote areas could only access a limited number of community organizations, such as the community cultural center, private entrepreneurs, local self-governance and school administrations.

Even small contributions were appreciated. One Tomsk school that organized sports competitions among neighboring schools received ice cream from a local company for prizes worth 1,000 rubles, and medals and award certificates from the City Youth and Sports Committee worth another 1,000 rubles. Another Tomsk school that organized a series of cultural events and intellectual games at a remote school in Bogashevskiy settlement received buns and rolls from a business company, while the administration of the settlement provided tea and sweets for the project events, and a bus to make joint school events happen.

Murmansk

The Community School program in Murmansk Oblast was implemented in the small rural town of Kandalaksha. It is an underdeveloped area that has almost no big businesses. Assistance program were hardly known in the area, hence the intense interest to the program. It was exciting to observe the extraordinary high level of community participation in the program. The participating students were very creative in acquiring additional support for their projects and produced strong results.

The record amount of over 65,000 rubles was raised by the team that created an athletic field at a local school. The sea port, the fathers' board and individual entrepreneurs helped the children to build volleyball, basketball and other sports fields. This project is also a rare case in the program where students organized a New Year sale and raised over

1,000 rubles for their project. Another project engaged school alumni who altogether donated 10,000 rubles for the new school museum.

In many cases, the school projects brought together adults and young people. In Round 1, the teachers and parents helped the children to clean the area around a spring, manufacture, transport and install benches and bird houses and do a water quality analysis. In Round 2, the team that built another athletic stadium for the community was assisted by many organizations. A local military division donated the goal net, the communal service specialists consulted the kids in the construction process, a tourism center helped with the green cover, while a number of individual entrepreneurs donated sand for the stadium, timber for benches, balls and other sport equipment. The participating schools provided a great deal of support to the project teams: space for meeting and events, transport, tools and equipment, office supplies, and award certificates.

Output 2.3.3 — % of youth programs who have the means to continue their existence during 2010/2011 academic year.

This indicator refers to the number of institutions that continued their activities after YDCP ended. After analysis, it is evident that this is the most important indicator. The *NRs* reported that many school teams continued their project activities after YDCP ended. More importantly, many participating schools continued providing an opportunity for their students to learn civic service by addressing real community needs and helping people in need. That means that new generations will continue to play important roles in their communities and build up the competencies needed to become responsible citizens.

The target for this sub-indicator was 30%. Given the level of suspicion of American funding that all *NRs* had to overcome at the start of the program, the result of 65% that YDCP achieved shows great potential for this model to sustain civic activism in Russian educational institutions.

Output 2.3.3	# of institutions participating in Round 1	# of institutions added in Round 2	# of institutions participating in the Community School program	# of institutions that continue activities after Round 2	% of institutions that continue activities after Round 2
Kursk	5	5	10	6	60%
Tomsk	5	7	12	10	83%
Murmansk	6	6	12	6	50%
Total	16	18	34	22	65%

Youth Driven Projects

This section will discuss the results of the *adaptor* teams participating in the youth-driven model against Objective 2 indicators. In Attachment VIII, the summarized indicators are presented by region. IREX supported two rounds of youth driven program activity. The first round took place during year two of the program, while the second round took place during year three. Indicators in the PMEP referring to year two, therefore, are connected with round one. Indicators referring to year three are connected to round two.

Output 2.1 — % of grant recipients who successfully implement the chosen youth project.

For this output, successful implementation implies the successful implementation of 80% of the results planned. Through the program cycle, IREX staff tracked the *adaptor* activities against the work plans that they submitted upon receipt of funding.

	Indicators	Program Target	Regions	Year 2 result	Year 3 result
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Output 2.1. More grant recipients able to realize youth projects successfully	<i>% of grant recipients who successfully implement the chosen youth project</i>	80%	Total	76%	94%
			Karelia	86%	100%
			Stavropol	86%	100%
			Volgograd	100%	75%
			Chelyabinsk	67%	100%
			Irkutsk	38%	100%
			Tyumen	78%	67%
			Tambov	89%	100%

As can be seen from the figures above, in year two YDCP was just short of its overall combined target of 80%, while in year two this target was surpassed by 14%. The vast majority of the *adaptors*, with the support of the *innovators*, *RCOs* and IREX were able to achieve almost all of the results planned. The glaring exception to this general trend can be found in Irkutsk, although targets were not completely met in Tyumen and Chelyabinsk. The reasons for the negative result in these particular instances should be explored.

A careful analysis of program activity in Irkutsk points to several negative factors, one of which concerns the geography of this vast region. The *RCO*, the extremely experienced and connected Irkutsk Russian Union of Youth (RUY), paid attention to IREX directives and ensured that several of the projects were based in remote towns and villages, in some cases over 1,000 km from the capital city. In this type of setting, the host organizations are more often than not either small, inexperienced non-profits or municipal organizations.

With projects placed in such structures, the *RCO* should have been especially attentive and observant. Although the RUY is highly connected and excels in the design and implementation of large-scale events, festivals and summer camps, its management was unable to provide the type of day-to-day support and supervision of its eight far flung *adaptor* groups. In most cases, the bulk of the work was left on the shoulders of inexperienced coordinators operating under difficult conditions.

The While You're Young project, organized at a village school in Algatuy, is a case in point. The *adaptor* got off to a good start, thanks to the dedication and energy of its coordinator. The group, however, was unable to get the support of the school administration which was less than cooperative in completing the financial reporting required by IREX, and the group was unable to compete for second round funding. When the coordinator left the village to pursue studies in Irkutsk, the project was unable to continue.

The House of Children's Creativity in Angarsk, a town located outside of the capital, was also lacking experience in project management. The coordinator had a hard time keeping to the schedule of the Development of a Volunteer Movement and eventually left the area.

The Cameras in the Hands of Kids model in Irkutsk suffered from both the inactivity of the director and the departure of the main coordinator. The director became a deputy in the city Duma and no longer had much time to devote to the project. A bit later the student coordinator finished her studies and returned to her home town, causing the project team to miss deadlines.

Finally, in order for a model to be successfully implemented, its agenda has to be in line with the priorities of the host organization. The purpose of the Albatross model, for example, is to provide at risk teenager with a non-scholastic, but healthy environment in which they can develop the skills and self-confidence that they will need to become successful adults. The Pedagogical College of Irkutsk was unable to integrate this goal into the activities of its student ski team, and this led eventually to the discontinuation of the project.

For combinations of the above factors, five of the eight *adaptors* in Irkutsk were not able to implement 80% of their planned results. It should be said, however, that the three groups who remained in round two were among the best in YDCP, and for this reason the success rate during year three was 100% in Irkutsk.

Some of the same factors present in Irkutsk, also existed in Tyumen, another vast region where the *adaptors* were located in villages far away from the capital city. The experienced Tyumen *RCO*, like its Irkutsk counterpart, often

seemed too busy with its many other activities to properly coach the *adaptors*, although it was quite helpful in locating potential donors, and including the groups in grant competitions, festivals and training. During round two, several of the *adaptors* were not able to complete the required reporting, thereby affecting the overall success rate.

Output 2.2 — More youth programs receive support

2.2.1 — % of youth programs that have received support from the business sector or from private individuals.

2.2.2 — % of youth programs receiving support from federal, regional or local government

	Indicator	Program Target	Regions	Year 2 Result	Year 3 Result
Output 2.2 More youth programs receive support	% of youth programs that have received support from the business sector, or from private individuals <i>Support = monetary and in kind contributions</i>	40%	Total Karelia Stavropol Volgograd Chelyabinsk Irkutsk Tyumen Tambov	51% 86% 57% 83% 44% 38% 33% 33%	64% 57% 80% 50% 83% 100% 100% 25%
	% of youth programs receiving support from federal, regional or local government <i>Support = in kind +monetary contr.</i>	40%	Total Karelia Stavropol Volgograd Chelyabinsk Irkutsk Tyumen Tambov	82% 86% 100% 83% 67% 88% 67% 89%	97% 100% 100% 100% 100% 100% 100% 88%

As the chart illustrates, YDCP met its combined total of 40% for both year one and year two for indicator 2.2.1. In year one, 53% of youth driven *adaptor* projects received support from business and private individuals. In the next year, the percentage rose to 58%. Nonetheless, three regions underperformed and did not meet their individual targets. The lower rate in Tambov can be explained by the fact that the level of business in this region is very low, especially after the onset of the financial crisis.

In analyzing the situation in Tyumen it must be remembered that the *RCO* is actually a very developed grant maker, and accepts general donations from many businesses. Several of the businesses contributing to the *adaptors* did so through the *RCO*, and thus this support was not registered as a direct business contribution.

The discussion in the section above concerning the operational problems of the Irkutsk *adaptors* also applies to their ability to collaborate with local business.

As for indicator 2.2.2, the ability of the *adaptors* to secure government support has to be considered one of the major successes of YDCP. This ability drove the total percentage of projects acquiring government support, 82 and 94% in years one and two respectively, far above the 40% target.

Output 2.3 — Support received by youth programs increases

2.3.1 — % of the budget of youth programs that is received from federal, regional or local government structure.

2.3.2 — % of the budget of youth programs that is received from the business sector or from private individuals

For this indicator the total budget was defined as the grant money received by IREX, and the program was equated with the IREX program as implemented.

	Indicators	Program Target	Regions	Year 2 Result	Year 3 Result
Output 2.3 Support received by youth programs increases	% of the budget of youth programs that is received from federal, regional or local government structures	40%	Total	25%	85%
			Karelia	34%	106%
			Stavropol	36%	90%
			Volgograd	16%	61%
			Chelyabinsk	24%	47%
			Irkutsk	33%	44%
			Tyumen	13%	280%
			Tambov	17%	61%
	% of the budget of youth programs that is received from the business sector or private individuals	30%	Total	12%	46%
			Karelia	11%	13%
			Stavropol	8%	63%
			Volgograd	7%	83%
			Chelyabinsk	28%	44%
			Irkutsk	14%	93%
			Tyumen	4%	7%
			Tambov	13%	17%

The figures for output 2.3.1 indicate the extent to which the *adaptors* were able to increase their abilities in obtaining government support. It is not surprising that none of the regions were able to meet the 40% target in year two (round one), since all of their expenses were being covered by IREX grants. Year three (round two), however, shows that most of them had been effectively weaned from their dependency on IREX funding. All of the regions achieved at least the target of 40% government support. The extremely high rate in Tyumen is due to the fact that one of the *adaptors*, Fresh Wind, received \$20,000 from local government to cover the cost of additional students attending the summer camp at which project management skills were taught.

As has been explained earlier in this report, the term "government" covers two types of assistance:

1. Support received from local or regional government structures such as a city department of youth; and
2. Support received from the government organization that is hosting the *adaptor* project.

In Stavropol, for example most of the projects were implemented at large "budget" organizations, such as a regional library and a state university. Starting in year three of YDCP (round two of *adaptor* project activity), these structures started to absorb the costs of the models into their own budgets, picking up costs such as participant transportation and coordinator's remuneration. In Karelia and Tambov, on the other hand, support came directly from outside government structures such as the Petrozavodsk Department of Youth Affairs, or the Kotovsk City Department of Culture and Archives in Tambov Region.

Given the financial crisis, unpredicted when the targets were set, the *adaptors* were less successful in securing the 2.3.2 target of 30% support from business. As was the case with the previous output, none of the *adaptors* were able to meet this target in year two, when IREX funding was high. After this funding was reduced in year three, however, the combined total percentage was 10% higher than the target. Individual regions were even more successful. The

three regions that were unable to meet the target, Tambov, Karelia and Tyumen, compensated with unusually high rates in government support.

Output 2.3.3 — % of youth programs that have the means to continue their existence during the 2010/2011 academic year.

	Indicator	Program Target	Regions	Year 2 Result	Year 3 Result
Output 2.3 Support received by youth programs increases	% of youth programs who have the means to continue their existence during the 2010/2011 academic year	30%	Total		65%
			Karelia		71%
			Stavropol		71%
			Volgograd		50%
			Chelyabinsk		78%
			Irkutsk		38%
			Tyumen		56%
			Tambov		89%

This last indicator provides a clear picture of the YDCP impact in the target regions. Of the original 55 *adaptor* programs, 36 had the means to continue without IREX funding, and have plans in place to implement the model during the 2010/2011 academic year. This 65% success rate greatly exceeds the target of 30%.

The high rate of the institutionalization of the YDCP models can be explained by a combination of factors. The ability of the model to meet local/regional priorities is perhaps the strongest contributor to the sustainability of the project. Programs whose goals are in line with those of the local government were able to receive the support of that government, thereby ensuring future activity. The Children's Legal Chamber, for instance, provided the mechanism needed by the Petrozavodsk Ombudsman on Children comply with the UNESCO Child Friendly City Convention. Rainbow Bridge with its theme of tolerance resonated well in Stavropol, and the two versions of the Innovative Partnership Model between College and Employers addressed the youth employment concerns of Tambov Region. In retrospect the decision to allow regional governments a choice in the models to be implemented was critical in determining YDCP success.

Of course it was also important that the model was geared to the needs of the host organization. This was especially crucial in areas where outside support was not so forthcoming. Two Volgograd *adaptor* groups found the Cameras in the Hands of Kids model effective in preparing disabled children for inclusive education, while in Chelyabinsk the Playing a Life model allowed the host to better achieve its goal of promoting healthy lifestyles. In contrast, the goal of the Rodnik legal clinic in Tyumen turned out to be the provision of free legal assistance to its chief lawyer. Since this need did not match the model's PYD goal of empowering young law students, the *adaptors* did not even proceed to round two.

And of course the RCOs played a significant role in the eventual sustainability of each of their *adaptors*. In addition to coaching and training assistance, the Tambov and Karelian RCOs were instrumental in securing government support for the projects in their region. The Tyumen and Irkutsk RCOs, although not always successful in coaching some of the remotely located small organizations hosting some of some of the YDCP models, were often able to provide their *adaptors* valuable networking, training and grant opportunities. The Tyumen RCO, for example, found business donors that have enabled the fledgling implementers of Albatross to continue to the second round and beyond.

In analyzing the role of the RCOs, special consideration has to be given to Chelyabinsk Region, where the former RCO director, Sergey Avdeev, has now recently become a key figure in the City Youth Policy Department. Given this situation, it is not surprising that the most strongly institutionalized projects are in this area. The models Fresh Wind

and Notebook of Friendship, for example, have been written in to the work plan of the City of Ozersk Department of Youth and Family, while expenses for My Life without Barriers are contained in the budget of the Chelyabinsk Youth Policy.

The *innovators* also greatly contributed to the institutionalization of the YDCP projects. During round one, the possibility of peer-to-peer training and coaching on all aspects of the model was a great capacity builder for the *adaptors*, many of whom were new to project management in general and/or the specific activities to be implemented.

For some of the *innovators*, the relationship developed far beyond round one consulting, and in this case the *adaptors* had the added benefit of joining an all-Russia network of like-minded practitioners. The Student Legal Bureau in Tambov, for example is now part of an All-Russia association of student legal bureaus specializing in providing and lobbying for housing rights. The Notebook of Friendship *innovator* was particularly active in providing its *adaptors* with a series of festivals, summer camps and festivals. It is worth noting that of the three *adaptor* groups that chose this model, all three are continuing activity in 2011. Other models that were particularly successful include Fresh Wind (3 started, 3 continuing), Rainbow Bridge (2 started, 2 continuing), and Object of Attention (4 started, 3 continuing).

Finally, given the comparatively modest nature of most of the YDCP projects, the strength or weaknesses of the coordinator were often key to the survival of the model. As has been illustrated earlier, several of the smaller projects were forced to cease operations upon the departure of the coordinator from the region. A strong and dedicated coordinator, on the other hand, was sometimes able to overcome what seemed like insurmountable obstacles in order to guarantee the sustainability of the model. The Object of Attention model was able to win the support of the administration of the large and bureaucratic Stavropol Pedagogical University, only after the appearance of a second, organized and dedicated group leader. In Stavropol's Notebook of Friendship, the coordinator has succeeded in motivating student volunteers to run the project effectively on a shoestring budget, relying only on the donated prizes they are able to collect at local markets. It is fair to speculate that without the strong will of these two individuals, their respective projects would not be continuing in 2011.

V. MAIN ACHIEVEMENTS

YDCP enabled young participants to build competencies for adulthood.

The development of competencies among youth was the first objective of YDCP. As can be seen in the Social Impact report discussed in the Monitoring and Evaluation section of this report, young YDCP participants indeed made great progress in skill development. In accordance with PYD theory on which the program is based, YDCP projects established a supportive, empowering atmosphere in which young people were encouraged to play significant roles in community improvement activities. Youth were allowed to take as much responsibility as they could handle, and to define, in cooperation with their adult partners, any further training that might be necessary. The youngsters quickly developed a feeling of mastery, and their self-esteem grew rapidly. The increase in confidence allowed them to take on more responsibility, and their skills grew accordingly.

The many and varied skills acquired by the YDCP participants were outlined in the Social Impact evaluation report. These include social aptitude as well as cognitive, vocational and citizenships competencies.

The Community Schools model provides an excellent example of the manner in which YDCP participants developed the skill of working in teams that included both their peers and adult coordinators. At the beginning of the project, student and teacher representatives of selected schools attended a training that was intended to break down the barriers between adults and school students. This type of training is especially important in country like Russia that has an extremely hierarchical educational system. One teacher, after attending the training session stated that her students for the first time had become "unfettered."

Once initial barriers had been broken, the students and teachers returned to their schools to begin community projects. Teachers, with ongoing coaching from the *NRs*, encouraged the students to design and implement projects, gradually

delegating more and more project management tasks. In the course of implementation, students effectively managed not only their own actions, but also those of parents, teachers, and other community members. They listened to each other's proposals, and divided tasks rationally. By the end of the project, the youngsters realized that by combining their strengths they could accomplish a great deal of good for their community. This ability to work effectively in a group will undoubtedly serve the students well throughout their adult lives.

In implementing the projects, the community school students, and their counterparts in the youth-driven models encountered a lot of non-standard challenges. Wherever possible, adult coordinators encouraged participants to find their own solutions to these situations. These solutions were often quite creative. The Notebook of Friendship team, in the small town of Giorgievsk, Stavropol Kray, had reached a dead end in seeking funding for the many small prizes needed for the school competitions. The young people finally decided to go to a local market and ask owners for in kind donations. They dressed in matching uniforms and brought an official letter about their organization. They soon had more prizes than necessary, and also a data-base for future donations. The students have reported that they are now able to approach adults on a partnership level. They feel that the public speaking and other communications skills they have learned in the program will be of great use throughout their future careers.

Throughout the ten target regions, as young people successfully resolved program issues, they increased important cognitive skills. Maybe even more importantly, they increased their belief in their ability to change for the better their own lives, and that of their community.

One of the most notable aspects of YDCP was its success in imparting vocational skills to its participants. Many skills such as public speaking and project management were routinely utilized during YDCP. The public speaking experience of the Children's Legal Chamber participants was probably the most impressive. As part of the project, these young school children successfully argued for the rights of their peers in front of government ministers. No less influential was the experience of a young participant in the Notebook of Friendship project who noted, *"I have grown up. I became more active, and confident in my words and actions. Beginning in December I am going to lead training sessions in our organization. Now I can say that I am no longer afraid of anything."*

If almost all of the YDCP participants had a chance to hone their abilities in verbal expression, all of them were exposed to the importance of effective project management in accomplishing a set of goals. This vital skill was emphasized at a pre-program training, and later each young person had the opportunity to experience its practical application. In the end of program survey, participants gave extremely high ratings to the skills gained in this area.

In addition to general abilities, some YDCP models were designed to impart competencies specific to a particular profession such as legal consulting in the case of the Student Legal Bureau, and marketing in the case of I'm Opening a Business. But not only university students acquired professional training. In accordance with PYD, YDCP aimed to include youth, regardless of their success in school, in its projects. The Albatross model, for example, was designed to offer at-risk youth with poor scholastic records an area like extreme sports in which they might achieve success. The participants not only developed self-esteem and a belief in the future; some of them actually became expedition instructors.

Finally, YDCP achieved its greatest success, according to the Social Impact survey, in engaging young people in civic action projects. All of the YDCP projects were led by youth in order to benefit their communities. As each project yielded positive results, its young implementers began to believe in their ability to bring about change in their communities. They learned that they can assess local needs, and design effective solutions. In some of the projects like Notebook of Friendship and Golden Generation, the young people inspired younger children to do the same. YDCP participants were 2.5 xs more likely to be leaders in community projects than their peers in the comparison groups, a trend that will continue to grow in the future.

YDCP institutionalized skill-building, youth-centered projects in the target regions.

The second objective of YDCP concerns the sustainability of its projects. As was discussed in the section on monitoring and evaluation, the program has overwhelmingly surpassed its target rate of 30%. Of the 55 youth-driven projects originally begun, 36 have the ability to function in 2011. The Community School record is no less impressive. The outside NRs in each region have found a local organization that will take over the implementation of the model.

Additionally, of the 34 community schools established during the first two rounds, 22 of them will continue to serve as a focus for the initiation of community programs.

In all ten regions, then, YDCP has left a strong legacy of effective, youth-centered programming that is aimed at helping youth get the skills they need to become successful adults and engaged citizens. This outcome is irretrievably connected to the program's stress on local buy-in from the pre-launch period through to the final program seminars. As has been described, government officials were consulted before the start of the activities in each of the ten target regions. This initial contact was bolstered during each phase of activity. In several cases, given the rapidly changing nature of local politics, YDCP staff had to reassess and revamp its strategy in order to adjust to a change in the political landscape. After the first round of community school activity in Kursk, for example, had concluded a solid agreement with a local municipal organization, Argon, regarding future training for potential school teams. This agreement was completely put in jeopardy when the leader of Argon came into conflict with the City Education Committee, and subsequently left her position. It seemed as if the community schools program would not have a future in this conservative region. In spite of this rather late setback, the NR continued to promote the community schools among all government agencies with some connection to youth programs, and by the conclusion of year three of YDCP had achieved significant results. The City Administration passed a budget that provides 20,000 RUR budget to each of 20 school teams a year. The new leader of Argon will conduct training. And in perhaps one of the most innovative funding approaches of the entire program, the City Employment Center has agreed to fund 100 youth jobs in community improvement projects. This level of acceptance and financial support is particularly impressive in a region that had expressed open hostility to foreign funded programs at the start of YDCP.

YDCP provided the regions with a wide array of effective community improvement programs.

Of course PR and lobby efforts will only yield results if the programs themselves are appealing to local stakeholders. The YDCP projects were especially of interest since they serve a dual purpose: they are intended to impact both the communities and the young people actively engaged in their implementation. For example, Mirror for the Region engages youth in journalistic activities and provides them with an opportunity to explore, investigate, and report on various issues. It also informs the community of local developments through the eyes of young people and provides them with a fresh perspective. Similarly, the Student Legal Bureau model both provides a benefit to the community in the form of legal advice to residents and gives law students an opportunity to practice and further develop their personal and professional skills.

During the first three years of YDCP, young Russian participants implemented 55 youth-driven programs and 54 community school projects in the ten target regions. The types of project varied, although all of them have some factors in common. For the sake of analysis they will be divided into seven themes.

Giving Youth a Voice

Several of the projects were aimed at allowing young people a direct line of communication with the officials who make decisions that affect them. The Children's Legal Chamber, implemented in Karelia, perfectly exemplifies this activity. This body provides a powerful mechanism for the inclusion of school students in the both the lawmaking process and in the defense of children's human rights. They have established working relationships with government such as the direct line with Ministry of Education and the placement of student representative on the Housing Committee. Their input has already enabled them to amend laws. Finally their members are active in teaching about rights in their home schools, and in reporting abuses to the proper authorities.

The chamber model is quite complex and requires a very supportive infrastructure. Since Petrozavodsk had recently signed the UNICEF Child Friendly Cities Convention, the city authorities were pleased to support a model that provides a mechanism for allowing youth to influence government decisions.

Mirror for the Region, on the other hand, requires very little outside support. Six *adaptors* chose this model, which empowers young journalists to address hard questions to major adult actors in the community. The team tries to get to the root of the problem under examination, and then write about their findings in a newspaper. This type of activity

greatly increases self-confidence, and helps young people to feel that they can already be useful in society. It is especially effective in remote, rural areas.

The second most popular model in this theme was Object of Attention from Voronezh. This project also aims to focus the attention of authorities on issues important to youth. Young people learn how to conduct research on issues important to the community, and then conduct informational campaigns and discussion groups. The project culminates in a talk show, during which youth directly confront the policy makers and other adults who are responsible for solving the problems discussed. This project was chosen by four adaptor groups. In very conservative Tambov it was the only one of eight projects that was not concerned with more "safe" topics like youth employment and cultural traditions. Nevertheless, the *adaptors*, students at a railway college in Michurinsk, had great success in discussing difficult issues like HIV and military service with local authorities. The college is continuing the model in 2011.

Acquisition of Specific Career Skills through Community Work

Given the current financial crisis, and the large number of unemployed youth, it is not surprising that 11 *adaptor* groups chose projects where solid professional skills are learned in the process of helping the local community. One such project is Student Legal Bureau from Nizhny Novgorod. This model allows young law students to give consultations on legal issues affecting the community. The consultations provide the young people with a very good opportunity to develop professional competencies, and several of the *adaptors* reported that they had been offered employment as a result of this work. The project was most successful in Tambov, likely because of the charismatic student leader, Anton Dolgov. During two rounds of activity, over 40 students gave over 1000 consultations to the local population mainly in the field of housing rights. The group also participates in a network of student legal bureaus organized by the *innovator*.

The Student Consulting Center for the Elderly also allows students to hone their professional skills through consultations provided to one target group, the elderly. This model, however, is open to a wide variety of specialties as it provides assistance in law, social services, IT and psychology. It was chosen by two *adaptors* from Chelyabinsk. One of them was especially successful. In two rounds of project implementation, 123 volunteers at three consultation centers provided 216 consultations to elderly citizens. The mobile unit of the group also made 132 home visits.

Like the Student Legal Bureau, the I'm Opening a Business model was chosen by three *adaptors*. It provides college students with the chance to study business planning, marketing and innovative management, and also to be mentored by local businesses. The participants attend classes on business and have a chance to intern in regional companies. It is not surprising that two of the host organizations for this model were involved in providing youth employment. Several of the *adaptors* mentioned finding jobs after participation in this project.

The Innovative Partnership Model between Universities and Employers was chosen by two *adaptors* in Tambov. The goal of this model is to increase communication between universities and the companies and organizations that will eventually hire their students. It sets up a mobile student consulting center operated by student volunteers. In consulting other students the volunteers learn the needs of the labor market, and hone their own professional skills.

Youth Voice is the last *innovator* model in this section. It was started at the sociology department of Astrakhan State Technical University, and gives sociology students the chance to implement research necessary to monitor the social issues that concern youth. This model is now being implemented by the Youth Center of Petrozavodsk, and its young sociologists have been incredibly successful. They have presented their results to the Russian Duma as well as to local government bodies, and the paid research they are now conducting will support future programming.

Direct Community Improvement

This category allows young people, usually of school age, to become directly involved in a civic improvement project of their own design. Nine *adaptors* were active in this sphere of work, which is in many ways similar to the work of the 34 community schools. It is particularly successful in remote areas and towns, often providing healthy and productive leisure activities for the entire community.

Fresh Wind, a model from Kaliningrad, aims to develop youth activity in small villages. The young people are taught basic project management and needs assessment skills, after which they embark on a series of small projects in the

surrounding towns and villages. This type of model has two effects. It improves community life, while engaging youth in isolated areas, giving them self-confidence, and a sense of mastery. This model was chosen by the Ozersk District Secondary School (Tyumen Region), the Center of Psychological and Medical Assistance in the Sortoval district of the Republic of Karelia, and the Tyumen Regional Children's Movement. The Sortoval district had particular success in engaging formerly at-risk school-aged children to work productively with their peers.

The next model, While You're Young, was started in Omsk. Youth press centers, which are groups of young people, are formed in order to adapt civic engagement and community problem solving strategies. The press center volunteers undergo training in order to trigger and realize civic initiatives on the local level. This model was implemented by the Algatui Municipal School (Irkutsk Region) and the Children's Ecological Center in Svetlograd, Stavropol. The city administration was so impressed by the results of this program that it has now made it a regular feature in several schools.

Youth Bank seeks out ideas to develop existing youth projects and to start new ones. It also raises funds to provide grants for these youth activities. It is managed by youth from 14-25, and was chosen by the Irkutsk Environmental and Health School for Children, as well as the Youth Center of Petrozavodsk and the Tambov Youth Information Resource Center.

The final model in this category is Golden Generation, founded in Irkutsk. Its original purpose was to engage successful young students in the positive development of their city and region. The Irkutsk *adaptors*, however, have found it an extremely valuable tool in the engagement of rural schoolchildren, and project teams have been institutionalized in four villages.

Activities for At-Risk or Neglected Youth

This model type was chosen by eight *adaptors*, and reflects a recognized need to involve not just the active, socially aware youth in activities, but those who are not currently performing in an outstanding manner. As is stated in Positive Youth Development Theory, if youth who are not performing at a high level are given responsibility for something at which they can excel, they will develop a feeling of self-confidence and a sense of mastery over the world around them. This will in turn lead them to be interested in preparing for the future, and in the pursuit of a healthy lifestyle.

Albatross from Abaza, Republic of Khakassia was the most popular model in this category. It gets young people who have a tendency towards risky behavior to become interested in extreme sports. The youth are responsible for the organization, and their participation provides many opportunities for personal development and creativity. In many cases, there are opportunities for the youth to become expedition leaders, and to eventually find employment in the tourism industry. The model was selected by Anastasia, an organization promoting healthy lifestyles and intellectual development in Chelyabinsk, Irkutsk State Pedagogical College, Edges, a sports organization in Tyumen, and the Shooting Sport Federation in Tyumen.

Notebook of Friendship is also aimed at the average student who is sometimes neglected in the school system. He/she does not excel, but does not provide immediate cause for worry, and so is forgotten. Such children often get lost in the system, and have trouble achieving later in life. This model was adapted by the Center of Civic Initiatives in Stavropol and the Center of Youth Creativity in Chelyabinsk. It is also being incorporated into the scouting movement by the Karelian Scouts Organization.

Notebook of Friendship is an excellent example of the use of Positive Youth Development theory to build the self-esteem of average students and enable them to become active citizens.

The model is so named because it starts with the ubiquitous notebooks that are used, and pretty much taken for granted by every Russian school student. At the beginning of each project cycle, the *adaptors* visit the participating schools and offer students a special type of notebook that contains a series of activities and interesting assignments that have to be completed within a period of six months. Some students might be asked to make a drawing, or to interview someone who lived through World War II. Others might be challenged to devise a special excursion of child-friendly places in their home neighborhoods. All are also invited to take part in contests that engage them in planning and implementing small, but socially meaningful projects. Their efforts are facilitated by teachers who have been specially trained to work with children in the type of partnership relationship that is advocated by PYD.

During this period, the students work with their teachers and by the end of the time allotted, the young students have actually succeeded in a variety of small but significant activities that are aimed at the benefit of the community.

At the end of the six-month period, participants attend a camp event and prizes are given to those who have excelled in one or other of the tasks. Of course everyone can excel in something, but the public acknowledgement of this fact is crucial in building the feeling of self-worth that is necessary to instill in young people the belief that they can change their own lives and the condition of the community.

The provision of a safe and friendly environment where basic needs are met, and children are motivated to develop their individual talents and abilities is one of the basic tenets of PYD. During the course of the camp, the school students are encouraged to learn new skills and take on more responsibility, as they work together with the older students who serve as their mentors.

This peer-to-peer element is a crucial part of the Notebook of Friendship model. All of the events in the schools and camps are organized by a group of older school and university students. The project gives them a great deal of responsibility, and provides them with an excellent opportunity to build self-confidence as they acquire solid skills that will be useful to them in the future.

The model Playing a Life is aimed at preventing risky behavior. Youth volunteers put on plays addressing issues such as HIV/AIDS, alcohol and drug abuse, unemployment and other issues that are not often openly discussed but directly affect young people. After the play, the actors stay in character and discuss the issues presented with the young audience. A psychologist is also present to provide expert advice and tell the young people where to go to find out more information and receive support. The model continues to be implemented by the Compass Organization in Chelyabinsk.

Inclusion and tolerance towards those with different abilities or ethnic backgrounds

This category was also rather popular among the *adaptors*. A total of seven organizations received seed grants in this area. In Stavropol there is often conflict between ethnic groups, and therefore the Stavropol Regional Library was interested in the model Rainbow Bridge, designed by *innovators* from Mari El, a region with similar issues. The Volgograd Girl Scout Organization also chose this model but chose to adapt it to promote tolerance for the disabled who are a priority in the region.

Whatever the target group may be, Rainbow Bridge aims to create a safe space for youth and citizens with different traditions and backgrounds. It starts out by giving a series of tolerance trainings, after which a large tolerance fair is organized allowing youth to get to know each other on an equal basis that encourages awareness and mutual respect. PYD is a key feature in this model. Although the festivals and other arrangements are often quite complex, youth play a leading role in their design and implementation. Throughout the year, young people hold master classes, conduct campaigns to raise awareness and visit other schools to promote tolerance. The festivals, which are the highlight of the project, are organized by young people for young people and the youth play a leading role in all aspects—from helping with registration to taking pictures and leading sessions.

Since the model Rainbow Bridge can include any number of activities within the overall framework of tolerance, *adaptors* were given a great deal of leeway in deciding how to conduct effective and appropriate implementation. This element of discretion allowed the project to be successfully adapted in diverse regions.

Building Bridges – Cameras in the Hands of Kids, an *innovator* project from Moscow also aims to attain mutual respect between children with disabilities and those without. Both groups are trained in photo art, and then work together to take and develop pictures. As they investigate the skills and beauty of the surrounding world, the youth also learn to appreciate each other, and quickly realize that there are few real differences between them. In addition, the participants can use their new photography skills when starting their careers or looking for new jobs.

This project is being realized by four *adaptors*. In Volgograd, an area that has an unfortunately high percentage of disabled people due to ecological problems, two *adaptors* have chosen to replicate this particular model: the Volgograd Regional Organization for Children with Disabilities and the Volgograd Regional Charity Fund Children in Trouble. This

model was also implemented by the Irkutsk Regional Branch of the All-Russia Support Organization for the Special Olympics of Russia, and Steps, a public organization in Tyumen.

My Life without Barriers, a model from Volgograd also helps to integrate children with disabilities into mainstream society. The project, which is being replicated by the Trade Union of Graduate and Post-Graduate Students at Chelyabinsk State Pedagogical University, sponsors seminars and trainings at schools for children with and without disabilities.

Development of Volunteerism and Philanthropy

Over the past years the theme of social responsibility whether from individuals or corporations has become increasingly important in Russia. The recent financial crisis has made the individual citizen contributions even more critical. The *innovator* Firm Club from the Republic of Buryatia has established a leadership position in the area of volunteer management, and for the YDCP program, the organization has designed a model entitled, "Replicating the Experiences of Firm Club." Firm Club worked closely with five *adaptors*, allowing them to establish and develop volunteerism in their region through activities encourage young people to take an active part in community life, while also developing needed life skills. The project was implemented by Volgograd State Pedagogical University, Gorodishche Secondary School (Volgograd Region), Civic Initiative from Magnitogorsk, Chelyabinsk Region, Chelyabinsk Red Cross, and the Irkutsk Municipal Center for Additional Education.

Although all of these organizations learned valuable skills in volunteer management, none of them continued the actual model as designed by Club Firm after the first year. This may be explained by the fact that the innovator was unable to combine its many and varied activities into a concrete, step-by-step model that could easily be copied by others.

The Rainbow Club, an *innovator* from Samara, provided a model that would revive the tradition of philanthropy in Russia. Good Giving organizes very creative social actions where on one day all recipients express their thanks to benefactors and volunteers. This public recognition greatly raises the visibility of both volunteering and corporate donations. The model was at first implemented by the Inzhavino Secondary School in Tambov Region. Eventually it was taken over by the regional administration that continues it to the present time.

Preserving Russian Traditions

Russia has a huge cultural inheritance from the many nations that make up its populations. Unfortunately it is quickly disappearing. Restoring these traditions help young people to increase pride in both their country and themselves. Additionally a record is created that can be preserved for generations to come. Four *adaptors* received seed grants for projects in this area.

Handmade Folk Costume, designed by an *innovator* from Kondopoga, Republic of Karelia, involves children in the reconstruction of traditional folk culture and art of their region. Craftsmen in folk art teach children how to research and construct folk costumes and toys. During the process the youngsters develop an understanding of the history and culture of the region, while also realizing their own creative potential. The model was implemented by the Keul Secondary School in Irkutsk, the Professional Lyceum #3 in Tambov, and the Historical Educational Museum in Tambov.

As has been described earlier, this model was particularly effective in Keul, an Irkutsk region village slated for destruction due to the construction of an industrial plant. The model presented a vehicle for all of the residents to research and experience the soon to be extinct local traditions. It has expanded beyond merely folk costumes to informational pamphlets and a website, and village wide celebrations of traditional holidays.

Restore the Past was designed by an *innovator* from Bratsk, an area with a rich multi-ethnic heritage. Young people document the ethnographical and cultural heritage of disappearing villages through photos and video footage. The results are presented in reports and scientific conferences and in scientific publications. This model was implemented by the Novoselitsk Library in Stavropol Kray. More than 30 students from eight surrounding villages have become

engaged in researching the traditions of their locality, and have provided festivals, pamphlets and exhibitions for residents. The local administration plans to provide funding for these activities in the future.

YDCP fostered networking among young people around community development issues.

Thanks to YDCP, young people from all over Russia had multiple opportunities to exchange experience and expertise in the implementation of community projects. A peer-to-peer learning element, for example, was built into the youth-driven model. As part of the YDCP program, young implementers were first given both funding and instructions on setting up an innovative social program. Just as importantly, they also received constant feedback and advice from their peers. This information, received from people who have a solid understanding of their environment, is invaluable in the set-up phase. Many young Russians, especially those from rural isolated towns, have little experience in project management. In many grant programs they are given funding and left to fend for themselves. The YDCP program provided access to peers with hands-on experience in the same area. This gave the young people the chance to see an example of their project in operation, and to have the original *innovators* provide on-site training and consultations.

The increased communication among *innovators* and *adaptors* not only facilitated effective project implementation. It also contributed to a sharp increase in the feelings of self-worth, belonging, and safety/structure that according to PYD, are necessary pre-requisites for the acquisition of developmental skills. This was especially important for the younger *adaptors*, many of whom hailed from rural, remote areas. Prior to their visit to their *innovators* in St Petersburg, the Tyumen *adaptors* of Mirror for the Region had never even been to the capital city of their region. Upon their return, the RCO noticed a huge difference. If before departure they had seemed timid and overwhelmed by the hopelessness of life in their villages, they were much more confident upon their return, and ready to take on the challenges of a journalism project. The young implementers, from two different villages, quickly learned the journalistic and project management skills needed to support their projects. They remained in touch with each other, and even produced a joint newspaper. Model activities in both villages are scheduled to continue in 2011.

The *innovators* also benefited from the chance to network with *adaptors*. Natalia Botvina, a young *innovator* from the Omsk project entitled *While You're Young*, noted, *"I think that the biggest plus was the chance to make so many contacts. Communication with active youth from other regions of Russia increases your level of knowledge and involvement. We have already gotten several new ideas for new projects."*

Some of these new projects took the form of all Russia networks of like-minded young implementers. Prior to becoming involved with YDCP, the Perm-based *innovator* of the Notebook of Friendship model was unable to obtain recognition from the local government. Publicity received from YDCP involvement however, enabled the group to receive the grant that helped sponsor an inter-regional notebook festival, in which young *adaptors* from Chelyabinsk, Karelia and Stavropol took part. A network has been established including organizations from Lipetsk and Kirov, as well as one from Tyumen. The latter was not registered at the time of the Tyumen road show, and hence unable to apply for YDCP funding. At the present time, however the group is replicating the notebook model with its own funding. The network is currently planning workshops and joint projects that continue provide socially conscious young Russians the opportunity to cooperate and learn from each other.

Other model networks have also been formed during the program. The Tambov Student Legal Bureau has now become part of the larger Russian Student Legal Bureau organization, established by the Nizhny Novgorod implementers, and funded by international donors. The Youth Bank *innovator* in Togliatti established its own informal network of *adaptors*, inviting banks from Petrozavodsk, Tambov and Irkutsk to their events and informing them of all ongoing activities.

YDCP also encouraged networking between young *adaptors* in the same region. Often these groups find a good deal of synergy in their activities. In Karelia, for instance, within the framework of the Notebook of Friendship model, young participants devised small community improvement projects. One of these projects received a mini-grant from the Youth Bank *adaptor* group. In Tyumen, the model Fresh Wind also includes a mini-grant component. Thanks to the exchange of information between the Tyumen models, one of the participants of project Albatross, Natalia Babkina, was able to participate in a seminar on project design offered by Fresh Wind. The project that Natalia created, entitled "Healthy Lifestyle through Extreme Sport," was awarded implementation funding, and in turn was utilized to adjust the implementation of her own model. And, finally, in Karelia, the model Object of Attention organizes talk show based on

issues that are important to local youth. They are given expert advice on this issue by the *adaptors* of Youth Voice, a group of sociology graduate students who, as part of their YDCP project, are examining several social issues in Petrozavodsk. In all these cases, the impact of one program is magnified through the activities of a second project.

The participants of the Community School model also had ample chances for networking. During each round of activity, the *NRs* arranged conferences during which students shared best practices and discussed approaches to common challenges such as the procurement of community support for the mini-projects. During the second round of project activity, the first round schools served as mentors for the new teams, thereby ensuring a peer-to-peer skills transfer.

Finally, virtual connections also played a part in YDCP networking through the Online Clearinghouse, an online informational and networking platform designed to connect YDCP project teams throughout the regions and be a resource for program participants as well as implementers of current and future youth-focused programming in Russia. This portal, developed by IREX during year two, provides information on the project models, their implementation, and lessons learned. It also includes space for discussions and informs visitors about upcoming specific project and general YDCP events and news. The Clearinghouse was made available to YDCP participants in June 2009, and *adaptors* posted information about their activities and shared tips and upcoming events. To help users navigate the Clearinghouse and use it effectively, YDCP staff created a step-by-step guide that explains all of the stages for registration and posting information. In year three, IREX held a competition among YDCP participants to encourage them to visit the site regularly and add relevant and interesting content to the site about their projects and YDCP activities in their regions. In October 2009, IREX publicly launched the site to a wider audience in a campaign aimed at encouraging young people throughout Russia and the Russian-speaking region to share ideas and read about different project models and ways to get involved in their communities. Information about the Online Clearinghouse was sent to a wide network of youth and civil society actors throughout Russia as well as to partners in Ukraine. The site can be accessed at <http://ydcpx.irex.ru/>.

Information about YDCP was also distributed by virtue of several print documents in both English and Russian. The materials included a one page YDCP Fact Sheet and a YDCP brochure. These materials have been distributed at all YDCP events in Russia, as well as several events and meetings in Washington D.C. The aim of the materials is to inform local stakeholders about YDCP and contribute to the development of strong local support for the program.

YDCP built capacity of participating local organizations.

YDCP involved collaboration with a large number of local organizations that performed various functions in program implementation. Some of these organizations, like the RCOs and innovators, tended to be experienced NGOs. The *adaptors*, on the other hand, were usually found to come from the ranks of either large budget organizations or very small non-profits, and many of them were based in remote cities and small towns, and even villages. No matter what the level of their knowledge, however, each of these organizations received a great deal of training and coaching from IREX that ultimately enabled them to build capacity.

The RCOs, for example, were trained on PR, grant management, event management, conducting a selection process, monitoring and evaluation and financial reporting during year one. At every stage of first year activity—from the recruitment of potential *adaptors* to the awarding of seed grants—YDCP staff was available to answer questions and provide advice. Individual RCOs have greatly appreciated the opportunity to grow professionally. Elena Shatokhina of the Volgograd RCO Volgograd NGO Support System, stated “We have learned to work on a completely different professional level, especially in the areas of project management and reporting.” Shatokhina, whose organization previously worked primarily in NGO development, also mentioned that YDCP opened an entirely new area for her and her colleagues. After the Head of the Committee on Youth Affairs for the region participated in the YDCP regional selection committee, he initiated the first cooperative agreement on youth activities signed between the local government and the Volgograd RCO.

The innovator organizations also reaped great benefits from their participation in YDCP. First of all, their staff attended training and coaching in presentation skills, public speaking, planning, and budgeting. Additionally, their experiences with YDCP have led several of the innovators to rethink their projects. Vladimir Baryshev, from the Krasnodar project entitled *I’m Starting a Business*, said “As a result of our participation in YDCP, we reevaluated and expanded our

activity. We have decided to add another direction that will be an impetus for young people to realize creative and management initiatives. We realized after learning about PYD that it is necessary to give youth even more responsibility." Anna Chernukna of the Vornezh innovator Object of Attention mentioned that the preparation for the handover to the adaptors caused her group to reexamine their activity and led them to a new level of working and organization.

Finally, some innovators reported increased recognition in their home regions. "After participating in the program, we have gotten a lot more attention from our rector," said Maria Chistokova from the Nizhny Novgorod innovator entitled Student Legal Bureau. "We finally won the yearly award for the best student project." The innovator group entitled Notebook of Friendship from Perm has been trying for five years to augment the private donations it receives with some regional government funding. A few months after being chosen for the YDCP program, the funding was granted. And of course the adaptors were the focus of ongoing coaching from their innovators and RCOs. IREX also organized a number of capacity building activities for adaptor grant recipients including: grant and finance management, fundraising, communications, and partnership development trainings. In addition, IREX worked closely with the grant recipients to improve their overall grant management through individual consultations during site visits to the regions. Most of the adaptor organizations did not have experience with grant or even project management. Thanks to YDCP support, the adaptors were able to increase their abilities in these areas. This has been crucial not only in enabling them to host YDCP projects, but also in increasing their abilities to compete for other grant programs in the future.

Conclusions and Future Plans

In Conclusion, the YDCP program has succeeded in both of its objectives. In three years of its existence, it has launched 55 youth-driven projects and 34 community school teams. A kaleidoscope of activities took place in the ten target regions, from improvisational theatre and newspapers-in-a-day to the destruction of dangerous abandoned buildings and the sociological measuring of youth opinion. In all of these youth, with the help of supportive adults, played significant and meaningful roles in both planning and implementation. In taking on this responsibility they greatly increased their self-confidence and ability to work with their peers and adults in a spirit of partnership. They also developed specific skills in public speaking and project management that will be of value to them throughout their adult lives. While improving themselves, these young people also made significant contributions to their communities, as they improved conditions for over 10,000 beneficiaries from a variety of groups including, the elderly, young children, disabled persons, and at-risk teenagers.

During both rounds of program activity, each project group worked intensively to secure the buy-in of local stakeholders. They achieved an outstanding success rate of 65% sustainability. This success is a testimony to the hard work and resourcefulness of the project groups, who with the help of IREX, the RCOs and the NRs, learned how to obtain non-program funding to support their endeavors. In most cases, given the severe financial crisis, this support came from government organizations who became convinced of the value of the programs for their regions. In certain regions, the large state host organizations (libraries, universities and organizations for the disabled) decided to incorporate project activities into their own budgets. In all cases, youth of the ten targets region will be provided with PYD based programs that allow them to contribute to their community while building an individual set of skills.

During the extension period (October 24, 2010 – January 31, 2012), YDCP will focus on the youth policy in three of the original ten target regions, the Republic of Karelia, Tambov and Chelyabinsk. The RCOs in these three areas are particularly strong, and during the YDCP program, considerable gains were made in convincing local governments of the benefits of youth-centered, skill-building youth policies and programs. These gains will be built upon during the extensions period. In addition, the current adaptor groups will be empowered to act as innovators, in order to spread the YDCP models even further in the regions.

Each of the regions is different, and in order to devise tailored and effective interventions, IREX at the end of year three commissioned an assessment by an independent consultant team. The consultants traveled to each region in order to interview key players in the youth sector, including representatives of the education, government and business sectors

as well as youth leaders and youth themselves. Individual interviews and focus groups were conducted in order to maximize the amount of pertinent information that could be collected in a short time.

The results of the assessment will be presented in the first quarterly report for the extension period. This report will also contain information on the YDCP end of program conference held in November 2010, and on the activities of the *adaptors turned innovators*.